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Teaching Literacy During Student Teaching: A Multicase Study of Asset-Based and Humanizing Teaching

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Teaching Literacy During Student Teaching:
A Multicase Study of Asset-Based and Humanizing Teaching

by

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Dedication

To Amber, Lucía, and Cameron and all the teachers who are committed to truly seeing their students and teaching for a better world.

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Abstract

Teaching Literacy During Student Teaching: A Multicase Study of Asset-Based and Humanizing Teaching

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This study focused on alternative ways of seeing students and engaging in asset-based and humanizing teaching pedagogies, what I call asset-based and humanizing stances, in teacher education. I argue that preservice teachers need experiences to construct students from a lens of what they "can" do and to design teaching pedagogies that focus on students' assets. Two research questions guided this study: (1) What are the contexts of the student teaching classroom and how do they influence preservice teachers' asset-based and humanizing pedagogies during student teaching? and (2) How do preservice teachers' pedagogical enactments exemplify asset-based and humanizing stances of students? Drawing on multicase study design, this qualitative study explored the literacy teaching of three preservice teachers over the course of student teaching, the ways they drew on asset-based and humanizing of their students and the challenges they encountered. Data collection for this study took place during the final two semesters of the preservice teachers' certification program. Data sources included: ethnographic field notes of literacy events, video and audio recordings of literacy teaching, classroom

artifacts, semi-structured interviews, and informal conversations. In the findings, I discuss four asset-based and humanizing teaching pedagogies that were evident in the participants' teaching enactments: positioning students as knowledgeable others; working to build community within the student teaching setting; using an inquirer's stance to approach teaching; and teaching based on experiences with students. Then, in a cross-case analysis, I share how the preservice teachers' teaching enactments exemplified their asset-based and humanizing stances towards students. This analysis suggests that student teaching is a generative space for preservice teachers to learn about students and enact asset-based and humanizing stances, illuminating the power of context and its influence on preservice teachers' teaching.

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Chapter 1: Purpose

Deficit thinking is deeply embedded in school culture and pedagogy, hidden in language and policy, and influential to teachers' pedagogical decisions (Valencia, 1997/2010; Weiner, 2006). "Deficit thinking takes the position that minority students and families are at fault for poor academic performance because: (a) students enter school without the normative cultural knowledge and skills; and (b) parents neither value nor support their child's education" (Yosso, 2005, p. 75). Deficit discourses of students create, reinforce, and sustain storylines that become accepted as truth. These "truths" influence educational thought and lead to deficit-oriented teaching practices (Valencia, 1997/2010). In fact, deficit thinking discourages teachers from recognizing the positive value of certain students' abilities leading to stereotyping and the marginalization of people on the basis of misinformation and misconstructions (Sharma & Portelli, 2014).

At a time when many educational contexts, teachers, and administrators worry over students who do not perform well on standardized assessments, deficit discourses run rampant. According to *The Condition of Education* (U.S. Department of Education, 2018), a disparity among standardized assessment scores for different racial and ethnic groups has continued for over two decades. Schools often address this disparity with a banking model of education positioning racially diverse and economically disadvantaged students to learn what white American students are learning, and to perform as white American students perform at the cost of students' emotional and cultural well-being (Kumashiro, 2006; Ladson-Billings, 1995a). Further, Ladson-Billings (2006) notes that focusing on an "achievement gap" distracts many in the education system from the "educational debt" and of the system's inequities that would remain even if the "gap" closed.

Teachers, particularly those who come from communities different from the ones in which they teach, often hold deficit perspectives of their students and the neighborhoods where their schools are located (Weiner, 2006). These perspectives can lead to misconceptions about students (Compton-Lilly, 2007, 2009; Sharma & Portelli, 2014). As a result, they may draw on instructional tools and materials to fill students with knowledge to become successful (Yosso, 2005). Closing this "gap" consumes schools too, often relying on these same banking models of education that find and fill voids in students (Freire, 1970/2011). However, measures of student learning, the curriculum, and standardized tests are not perceived as problematic, rather these models find fault within the students (Kumashiro, 2006) or the next likely culprit, the teachers (Darder, 2005).

Though the power of deficit discourses appears difficult to disrupt, Katsarou, Picower, & Stovall (2010) give us hope, arguing that deficit thinking can be challenged in teacher education. In a narrative account of their teacher educator experience, the authors demonstrate their process of being explicit about race and social class with preservice teachers in the communities they serve. Moreover, they share their intentionality of engaging preservice teachers' social justice lens (Katsarou et al., 2010). Because of the prevalence of deficit discourses, teacher educators must prepare themselves and preservice teachers to recognize, explore, and interrupt these discourses, to look beyond them and see the humans we interact with. Teacher educators must prepare to engage in "an intentional blurring of the roles of teacher education practitioner, teacher education researcher, critic/analyst of the policies, political agendas, and popular, and professional discourses that directly and indirectly influence teacher education" (Cochran-Smith, 2004, p. 4). The goal is to prepare preservice teachers with the mindset to recognize deficit discourses, see the assets of the students and communities they serve, and

recognize the structural forces that act upon the students, the teachers, and the community.

OVERVIEW OF STUDY

This study focused on the construction of alternative ways of seeing students and engaging in humanizing teaching pedagogies, what I will call asset-based and humanizing stances, in teacher education. I argue that preservice teachers need experiences to construct students from a lens of what they "can" do and to design their teaching to focus on asset-based and humanizing pedagogies. Asset-based and humanizing pedagogies are grounded in assessment (both formal and informal) and acknowledge students' strengths (Bomer, 2011; Salazar, 2010; Solórzano & Yosso, 2002). Students individually experience different cultural, linguistic, and social practices (e.g., Gutiérrez & Rogoff, 2003). There is no list of "right" or "wrong" experiences, however scholars continuously remind us that schools and society prefer certain literacy practices over others (e.g., Barton & Hamilton, 1998/2012; Heath, 1983/2007; Kinloch, 2010; Kirkland, 2013; Lee, 2015; Sarroub, 2005; Street, 1984/1995).

As a former elementary educator, I recall specific times when deficit discourses negatively impacted the teacher I knew myself to be. "What are we going to do about these kids?" These words uttered from my principal after she returned state standardized test scores still ring in my head. At the time, her statement frustrated me because she was only focusing on test results to understand student learning. The scores were one representation of the students' understanding on one kind of assessment, reducing their knowledge to a number, ultimately resulting in their dehumanization (De Lissovoy & McLaren, 2003). After spending eleven years as a classroom teacher and five years in graduate school studying and teaching undergraduates, my former principal's statement

points to several scholarly concerns. As a classroom teacher, focusing only on test scores to understand students' learning is a narrow perspective of humans. Moreover, no one questioned who "these kids" were or why the conversation that followed focused on fixing them and their families, and supporting academic growth through test preparation programs. During my career as an elementary teacher, administration and academic specialists often asked me to identify what was wrong with my students and their lives—aligning with deficit thinking—to name what was missing and to fix them.

My teacher preparation program included experiences and studies focused on students and communities that differed from my own lived experience. Although these experiences influenced the teacher I was, the voice of my administrator and the pressures of student performance often overshadowed the appreciative lens my education taught me to use. I found it hard to resist deficit discourses, and I, too, became caught up in the "scientific authority" of assessments (Darder, 2012/2016, p. 67). In meetings with school administrators, we discussed how to support students' learning with supplemental programs which district specialists earmarked as "helpful" for other "low-performing students." The scholars' voices who had once influenced me to "teach against the grain," to understand my role as both teacher and activist, and to embody the responsibility of doing what was right for my students faded (Ayers, 2001; Cochran-Smith, 1991, 2001).

Teacher Preparation for Asset-Based and Humanizing Stances in Literacy

Many teacher educators and teacher preparation programs include coursework and field experiences to support preservice teachers' asset-based and humanizing stances towards students (e.g., Doorn & Schumm, 2013; Ferguson & Brink, 2004; Worthy & Patterson, 2001). Moreover, teacher preparation programs construct coursework to broaden preservice teachers' thinking, provide opportunities to learn teaching strategies,

and prepare them for their future as educators (e.g., Cobb, 2005; Miller, 2009; Moore-Hart, 2002). In some cases, coursework provides spaces for preservice teachers to explore the literacy experiences and environment of the students they are teaching. These experiences help preservice teachers gain confidence in their ability to teach (e.g., Lazar, 2007). Out-of-school experiences such as home visits and community exploration provide opportunities for preservice teachers to build relationships with students (e.g., Styslinger, Walker, & Eberlin, 2014; Wiseman, 2014). However, aligning with Weiner (2006), preservice teachers can perceive students' cultural and linguistic differences as challenging because these practices are unfamiliar and do not align with the white-middle class assumption in schools (Wenger & Dinsmore, 2005). Findings such as these are troubling for several reasons.

> In the 2011–12 school year, 82% of public school teachers were white. In comparison, 51% of all 2012 elementary and secondary public students were white. In contrast, 16% of students were black, and 7% of public teachers were black. Likewise, while 24% of students were Hispanic, 8% of teachers were Hispanic. In the 2011–12 school year, the racial demographics of elementary school teachers were similar to those of secondary school teachers. (U.S. Department of Education, 2016[1], p. 6)

If approximately 80% of teachers are white, and they use their own white-middle class experience to define the norm (Hauerwas, Skawinski & Ryan, 2017; Wenger & Dinsmore 2005), then it is possible for 49% of the students to perceive their experiences as abnormal. If teachers do not see cultural and linguistic diversity as an asset and the teacher workforce in the United States is largely different from the student population, then how can we assure families and communities that teachers and schools are equitably representing and valuing all students' norms and cultural practices.

[1] Since the time of this study, The U.S. Department of Education has not published new statistics on the demographics of teachers.

I had experiences in my preservice teacher education program such as mentoring young students and working in schools that varied racially, culturally, and economically from my own upbringing. During my early years of teaching, I drew on these experiences when working with students with different cultural and linguistic backgrounds from my own. However, the students' cultural and linguistic backgrounds were not something I considered building curriculum from or adapting my teaching to, I thought being aware was enough. Similar to the preservice teachers in Wenger and Dinsmore (2005) and Hauerwas et al. (2017), I used my own white-middle class narrative to define the norm, not questioning my own beliefs or practices. It was an act of cultural invasion (i.e., sustaining social oppression) that I privileged my ways of knowing over my students'. As a white teacher, I was a reflection not only the public institution but society at large (Darder, 2012/2016). In spite of my teacher education experiences, I blamed my students for their lack of academic growth, for not entering school with the cultural knowledge and skills required to do well in school, and I blamed their parents for a lack of support (Yosso, 2005).

Teacher Preparation for Asset-Based and Humanizing Stances in Fieldwork

Practice-based methods of learning such as coursework paired with practicum experiences provide preservice teachers the opportunity to integrate personal, practical, and professional knowledge in teaching (Duffy & Atkinson, 2001). We know preservice teachers benefit not only from coursework but from experiences teaching inside of field-based placement classrooms (e.g., Haddix & Price-Dennis, 2013; Kaste, 2001; Wolfe, 2010) with the support of cooperating teachers (Ferguson & Brink, 2004; Hill, 2012).

Research has explored how preservice teachers construct asset-based and humanizing stances before they enter field experiences. In coursework that included field

experiences, some preservice teachers took up asset-based and humanizing ways of talking and thinking about students (e.g., Lazar, 2007; Mosley, 2010) and understood that their students were connected to complex social and cultural networks (Barnes, 2006). Exploring preservice teachers' understanding of their students' linguistic diversity across a teacher preparation program, Doorn and Schumm (2013) found that preservice teachers further along in the program felt they understood instructional strategies for students who were learning English as an additional language better, but their perceptions of challenge in teaching appeared to intensify as they progressed through their program. Further, some scholars argue that prolonged engagement in field settings is necessary for preservice teachers to form personal relationships with students (e.g., Worthy & Patterson, 2001). However, little is known about how preservice teachers entering student teaching develop and sustain the asset-based and humanizing stances developed during coursework and related practicum experiences.

Some field placements hold teachers and preservice teachers to stringent accountability and scripted curriculum, creating tensions between preservice teachers' constructivist coursework and the field placement (e.g., Hill, 2012). In another study, preservice teachers, with the support of their cooperating teachers, were able to assess their responsibility for students' learning and navigate a transmission-oriented curriculum without resorting to deficit discourses of blaming students for academic struggle (Ferguson & Brink, 2004). As preservice teachers engaged in field placement experiences, they used these experiences to make sense of their thinking about teaching culturally and linguistically diverse students (e.g., Johnson, 2012; Kaste, 2001; Saunders, 2012; Wolfe, 2010; Yazan, 2017). These studies are informative in thinking broadly about the learning experiences of preservice teachers in the field.

Teacher Preparation in Student Teaching

In Risko and colleagues' (2008) critical literature review on reading teacher education, of the 82 empirical studies included, 68% of the studies were conducted during reading methods coursework, while only nine percent of the studies focused their inquiry in the context of student teaching. In the last decade, the body of research on the preparation of teachers in initial teacher preparation in literacy has increased significantly. The Critical, Interactive, Transparent & Evolving literature review in Initial Teacher Education in Literacy ([CITE-ITEL], 2019) identified over 500 peer-reviewed articles related to the preparation of literacy preservice teachers between 2000-2018. Wetzel and colleagues (2019b) reviewed 109 research studies from the CITE-ITEL database related to how teacher education programs prepared literacy preservice teachers to be responsive and equitable to students who are racially and/or linguistically diverse and the barriers or tensions they encounter.

In a forthcoming study, the research team led by Wetzel confirmed 114 studies for review to explore course experiences in literacy teacher education and identified that 34% (39 studies) explored preservice teachers' experiences teaching in the field, however less than 10% (11 studies) of the 114 studies identified explored preservice teachers' teaching during their internship or student teaching (Wetzel et al., 2019a). With the majority of research on literacy preservice teachers' teaching experiences taking place during coursework, there is a need for research in additional spaces where preservice teachers have the opportunity to learn and grow as educators. For example, student teaching—when students are applying teaching strategies learned during coursework, learning from their cooperating teachers and students, and continuing to develop their teacher identity—is an area in need of exploration. It is important to know the ways preservice teachers

take on asset-based and humanizing stances during their student teaching experiences and how they negotiate the challenges they encounter.

IMPORTANCE OF THE STUDY

In response to the need for additional research on the role of student teaching experiences on preservice teachers' learning to teach literacy, I framed my investigation as a multicase study of three preservice teachers during their student teaching field placement. The three preservice teachers invited into the study (each an individual case), were a part of a hybrid literacy and ESL teacher preparation program, focused on literacy teaching from an asset-based and humanizing stance using inquiry-based theories and methods of teaching (Ballenger, 2009; González, Moll, & Amanti, 2005; Gutiérrez & Rogoff, 2003; Ladson-Billings, 1994, 1995a, 1995b).

This study contributes to the need for a contextual understanding of preservice teachers' student teaching placement and sought to understand how preservice teachers learned about their students and utilized this knowledge in their literacy teaching. The analysis and findings reveal how preservice teachers make decisions for teaching using asset-based and humanizing pedagogies which illuminate their stances towards students. By focusing on the preservice teachers' literacy teaching, I build upon existing literature to understand how the student teaching classroom, the coaching and mentoring experiences between the preservice teacher and the cooperating teacher, and the discourses of students present in the individual classroom environments influence preservice teachers' teaching from an asset-based and humanizing stance.

RESEARCH QUESTIONS

The following research questions guided this study:

1. What are the contexts of the student teaching classroom and how do they influence preservice teachers' asset-based and humanizing pedagogies during student teaching?
2. How do preservice teachers' pedagogical enactments exemplify asset-based and humanizing stances of students?

OVERVIEW OF DISSERTATION

The forthcoming chapters of my dissertation report on this multicase study of three preservice teachers' literacy teaching during their student teaching experience. Chapter 2 includes both theoretical and empirical perspectives that situate the study. First, I review theoretical work including critical sociocultural theories of learning, literacy, and language and asset-based and humanizing pedagogies. Second, I review empirical work on preservice teachers' experiences during student teaching and how preservice teachers learn about linguistically and culturally diverse students. Chapter 3 contains the study's methodology, describing the contexts, participants, as well as data collection and analysis methods. In Chapters 4 and 5 I report findings from the study, with the fourth chapter focusing on the relationship between the contextual influences of the student teaching classroom and the preservice teachers' asset-based and humanizing pedagogies. Chapter 5 focuses on a cross-case analysis of the preservice teachers' observable teaching enactments associated with each of the four asset-based and humanizing pedagogies identified. Finally, Chapter 6 includes a discussion of the findings, the limitation of this work, and considers implications for research and teaching.

Chapter 2: Perspectives

This chapter includes both conceptual and empirical perspectives that inform this study. The first section includes theoretical work including critical sociocultural theories of learning, literacy, and language; and asset-based and humanizing pedagogies. The second section includes a review of empirical work that informs this study including preservice teachers' experiences during student teaching and how preservice teachers learn about linguistically and culturally diverse students.

THEORETICAL PERSPECTIVES

In this study, I draw on critical sociocultural theories (Lewis, Enciso, & Moje, et al., 2007/2012) as well as theories of learning (e.g., Rogoff, 1995; Vygotsky, 1978), literacy (Barton & Hamilton, 1998/2012; New London Group, 1996), language (e.g., Erickson, 2004/2008; Gee, 2004/2011), and teaching (Freire, 1970/2011; Moll, Amanti, Neff, & González, 1992; Salazar, 2013). These theories provide a lens through which I conducted this study including study design, data collection, analysis, and the reporting of findings. Below, I synthesize theories of learning, literacy, language, and teaching, then I explain how this scholarship informs the study.

Perspectives on Learning

Critical sociocultural theories provide a lens to recognize and challenge the dominant sources of power in ways of understanding the world and literacy (Lewis et al., 2007/2012). Power, as defined by Foucault (1980, 1984) exists not as a force possessed by someone but rather as a result of relationships between two entities, such as a teacher and a student, or the teacher and the curriculum. Although I am interested in the ways in which preservice teachers teach literacy during student teaching in their field placement classrooms, I additionally want to understand how power may affect the preservice

teachers' decisions in planning and teaching. For example, a teacher's perception of readers could vary based on their preferred genre of choice (e.g., a comic book lover, an avid gamer, and a poet). Because a critical sociocultural approach focuses on issues of agency, identity, and power (Moje & Lewis, 2007/2012), it reveals systems of oppression which operate and exist inside of classrooms.

This theory operates as a lens for my study. Within a classroom, literacy events take place (e.g., read aloud; Barton & Hamilton, 1998/2012; Heath, 1982, 1983/2007). The event is the most useful unit of study, maintaining an individual's participation, the social participants, and the histories, meanings, and practices of the community (Rogoff, 1995; Wertsch, 1994). Each classroom includes participants (students and teachers) and their participation in the community and literacy events. Because of this complexity, my study includes the preservice teacher, the cooperating teacher, and the students. Though my primary focus is the preservice teachers' learning and participation, an understanding of their participation within the context (i.e., classroom community) is required. Further, the events of the context must be identified, situating the community members' participation and practices across events. Critical sociocultural theory build on this illustrating how identity, agency, power interact in the classroom. The community members each have different identities they want others to see and their identities affect their choices and decisions (agency). Finally, this theory includes an acknowledgement of power; within the classroom, on the classroom, and emerging from the classroom.

Learning Defined

Sociocultural theories of learning posit that learning occurs through culturally and contextually bound social interactions and includes active connection-making across contexts (e.g., Rogoff, 1995; Vygotsky, 1978; Wertsch, 1994). For example, the

preservice teachers in this study were learning and engaging in teaching in their placement classrooms with cooperating teachers and students. A sociocultural framework argues that learning happens when people make connections across multiple contexts (Vygotsky, 1978). For instance, when a preservice teacher learns about the pedagogical practice of read aloud in a methods course and then applies that practice in their placement classroom; the preservice teacher is making sense of read aloud between both contexts. Learning about teaching takes place between methods courses, the placement classroom, and mentorship of cooperating teachers.

The Role of Individuals and Communities

Sociocultural theories (e.g., Rogoff, 1995; Vygotsky, 1978; Wertsch, 1994) advance that learning and literacy emerge through interactions with others within contexts and cultures. Important to learning is the interrelatedness of the individual and the community (Vygotsky, 1978; Wertsch, 1994). Learning is culturally situated, and involves competent participation such as being able to understand and take part in a community's use of symbols, tools, patterns of reasoning, shared meaning, and customary practices (Wenger, 1998). As members of a community engage in a classroom, preservice teachers learn required practices for participation. As such, preservice teachers learn the norms of the classroom and are able to participate in the community, their work becoming more central to the community. In order to fully participate in the placement classroom, preservice teachers must gain knowledge of the community's day to day happenings, for example, understanding how different literacy events take place or what patterns of interaction are required for participation. As preservice teachers gain this knowledge over time, their participation and responsibility in the placement classroom shifts.

Moje and Lewis (2007/2012) frame participation in learning as providing access to discourse communities (Gee, 1989), groups of people (both in physical or ideational proximity) who share ways of knowing. Despite learning the ways of a particular community, other social differences may inhibit access. Inequities such as these can prohibit learning and participation inside of certain communities. For example, preservice teachers are learning to teach in their placement classroom with cooperating teachers, however they have many other people who teach, or have taught them too, including peers, university instructors, and their families. Other influences, such as school districts or state boards of education, make curricular decisions based on ideologies, which affect decisions of schools and in turn affect the preservice teachers. Further, this knowledge has social, historical, and institutional dimensions (Wertsch, 1993). Although my primary focus is the teaching or preservice teachers, an understanding of their participation within the context (i.e., classroom community) and the community members' practices across events is important in understanding preservice teachers' learning.

The Role of Agency, Power, and Identity

Understanding preservice teachers' learning also require thinking about agency, power and identity. Preservice teachers are active participants in their classrooms, and both the local (local talk and context) and global (larger societal systems) influences their decisions in teaching. Critical sociocultural theory accounts for the histories of practices within classroom settings, and how these contexts both benefit or disadvantage? students and teachers (Moje & Lewis, 2007/2012).

Agency is the ability to make choices to construct and reconstruct oneself using identities, activities, relationships, and cultural tools (Moje & Lewis, 2007/2012). "Power can constrain, but does not necessarily prohibit agency" (Lewis & Moje, 2003, p. 1986).

However, agentic acts can make and remake relationships of power, such as a preservice teacher's choice of curriculum or classroom management systems. "Power does not reside only in macro-structures; but rather it is produced in and through individuals as they are constituted in larger systems of power and as they participate in and reproduce those systems" (Lewis & Moje, 2003, p. 1980). Further, power can be produced using the same tools individuals use to enact agency: identities, activities, relationships, and cultural tools (Foucault, 1980).

Critical sociocultural theories provide a lens to explore how individuals act agentically by choosing different tools and engaging different identities in a system laden with power. "Identity can be considered an enactment of the self—made within particular activities and relationships that occur within particular spaces (geographic, social, electronic, mental, cultural) at particular points in time" (Lewis & Moje, 2003, p. 1983). Preservice teachers make decisions connected to how they identify themselves as teachers and people, and how they want to be identified by others (Gee, 2000). Critical sociocultural theory assists a researcher in examining the ways people enact their identities in the classroom, their school, and in relation to larger Discourses.

Perspectives on Literacy

Scholars across and within the disciplines (i.e., education, psychology, anthropology) define and interpret 'being literate' or 'literacy' differently. Sociocultural theories of literacy influence my understanding of literacy, specifically literacy as a social practice which rely on the interaction of people and texts (Barton & Hamilton, 1998/2012; Heath, 1983/2007; Street, 1984/1995). Further, critical theories of literacy, such as New London Group (1996), build on this sociocultural notion and offer a broader understanding of literacy taking up issues of multimodality, power, and identity.

Literacy as a social practice assumes a relationship between culture and literacy; scholars who work from this framework have revealed the complexity of literacy practices of people often marginalized in schools and society (e.g., Heath, 1983/2007; Kinloch, 2010; Kirkland, 2013; Souto-Manning & Martell, 2016). Literacy as a social practice focuses on the contextual nature of literacy and its embeddedness within the social world, the ways people enact and learn literacy in day to day interactions, both in formal and informal settings, from schools to playgrounds to home. Literacy as a social practice posits that within the social world, local and global differences exist and there is no single way to be literate (e.g., Heath, 1983/2007). Rather than seeing literacy as a discrete set of skills that can be mastered and applied to multiple situations as often represented in both policy and practices taken up by school districts (NRP, 2000), literacy as a social practice postulates that literacy is connected to different ways of being and participating in the world (e.g., Sarroub, 2005; Street, 1984/1995). Next, I describe three concepts of literacy which help me understand how literacy and culture are connected.

Literacy Concepts for Data Collection and Analysis

Literacy events are observable, formal and informal ways to make meaning from language or text within a social interaction (Heath, 1982; 1983/2007). Examples of literacy events include storytelling in public spaces, sermons during religious ceremonies, and cultural or family traditions. Literacy events are not meant to be compared to one another, rather understood in relation to larger sociocultural patterns of the community (Heath, 1982) and cultural structures (Street, 1984/1995). Attempting to understand the literacy events in these three classrooms, I focused on the participants in the classroom and what they were doing with texts.

Literacy practices happen during literacy events; simply they are what people do with literacy (Barton & Hamilton, 1998/2000). "The notion of literacy practices offers a powerful way of conceptualizing the link between the activities of reading and writing and the social structures in which they are embedded and the social structures they help shape" (Barton & Hamilton, 1998/2000, p. 43) Literacy practices in the classroom include the practices of reading aloud a text (i.e., holding the book for the students to see the illustrations while reading, students interacting with the illustrations with excitement, the way students' and teachers' talk is patterned, etc.). Literacy events and literacy practices require a central component, a text.

The production and use of texts are central to the study of literacy (Barton & Hamilton, 1998/2012). Heath (1983/2007) analyzed literacy events for how her participants made meaning from text (printed and oral) within communities. This definition moves beyond print, because in many cultural contexts, texts include oral practices such as storytelling. The definition of text also extends to account for the variety of text forms associated with information and technologies such as multimodal texts that include a combination of printed text, sounds, images, and more (Gee, 1990/2008; Kress, 2000; New London Group, 1996). Inside the classroom, I understand texts as written, oral, and multimodal (e.g., student presentations, performance, audio books). Understanding how texts are used within the context illuminates the relationship of the text, the participants, and the context.

Literacy is not a set of skills acquired over time (Street, 1985/1995), rather a social practice centered on text that occurs in recognizable and patterned ways (Barton & Hamilton, 1998/2012; Hamilton, 2010; Heath, 1983/2007). In fact, literacy has no effects or meaning when removed from the contexts in which it is used (Gee, 1990/2008). Literacy skills and practices grow and are shaped within and by social systems and

contexts of which they are a part, aligning with sociocultural theories of learning (Vygotsky, 1978; Wertsch, 1994). Moreover, these theories recognize power and historical influences on literacy events and practices.

Perspectives on Language

To understand language and its relationship to learning and literacy, I draw on theories of discourse. Discourse can be "both the object of study and the theoretical device used for meaning making" (Rogers, 2011, p. 6). Many scholars subscribe to a definition of discourse as language-in-use (Austin, 1962; Garfinkel, 1974; Sacks, Schegloff, & Jefferson, 1974) wherein scholars might analyze the structure of language, the patterns of speech, or conversational turns. Others understand discourse as beyond language-in-use (Erickson, 2004/2008; Fairclough, 1989/2001; Gee, 2004/2011); for example, critical discourse analysts would look at discourse as a way to make sense of larger influences in language, such as an analysis of language to interpret the speaker's situated identities. To understand language, one must look at discourse, "stretches of language that 'hang together'" (Gee, 1990/2008, p. 15), within its Discourses, "ways of behaving, interacting, valuing, thinking, believing, speak and often reading and writing that are accepted as instantiations of particular identities" (Gee, 1990/2008, p. 3).

In order to analyze discourse, some linguists suggest examining the relationship between the form (structure) and function (meaning) of language (Gee, 1990/2008). For example, an analyst might connect discourse patterns in speech to particular goals, such as indexing membership to a group. Another way analysts view the work of language is to draw relationships between language and its context. Situated meanings reveal the ways language can take on specific meaning depending on the context (Gee, 1990/2008).

For example, using the word “practice” can mean something different in an elementary classroom versus a teacher education classroom.

Theorizing the relationship between authorial speech and the receiver, Vološinov (1986) states that "a word in the mouth of a particular individual person is a product of the living interaction of social forces" (p. 41), meaning that without someone to receive the message, the author cannot begin to create the message—the recipient is necessary for speech to be created. Therefore, language exists because of meaning constructed between the speaker and the recipient within a specific social context (Vološinov, 1986). Because local social interactions occur in real time and are unique to that particular situation (Erickson, 2004/2008; Vološinov, 1986) as preservice teachers speak to students in their classroom, the language they use could not be formed or even thought of without the recipient in mind. Language exists in the world as a tool for communication that emerges from the interaction of members of a community in a specific context.

Language is a tool that can reveal the different roles that people play (Moje & Lewis, 2007/2012) and the Discourses they enact and that are acting upon them. Language, fully situated in social and political contexts (Gee, 2004/2011), illustrates “how power and Discourses are produced in day-to-day discourse, and further how these productions reflect and instantiate systems, structures, and institutions of power” (Moje & Lewis, 2007/2012, p. 23). Further, who someone is at a given time and place within a given context produces and reproduces, moment by moment, our social, political, cultural, and institutional worlds (Gee, 1990/2008). The relationship between social structure and discourse should be seen dialectically (Fairclough, 1992) similar to understanding the relationship between the local and the global (Erikson, 2004/2008).

Revealing social, political, and cultural formations, language exemplifies the reciprocal relationship between discourse and the social world, language shaping social

order and social order shaping language (Gee, 1990/2008; Erickson, 2004/2008; Jaworski & Coupland, 2014). In fact, discourse can be an act of resistance to dominant discourses and ideologies. The construct of discourse is an analytic tool that helps reveal the social world of the preservice teachers' classrooms: the preservice teachers, other participants, as well as the reflexive ways they affect each other. Lastly, I review one final set of perspectives that are relevant to my study, theories of teaching related to asset-based and humanizing pedagogies.

Perspectives on Teaching

In 1970, Paulo Freire produced *The Pedagogy of the Oppressed*, in which he argued for the possibility of humanization through education. This process included:

- Instruction that represented the thinking and existence of the students
- Humanization for both the students and the teacher
- A dialogic approach to education based on teachers and students engaged in co-investigation
- A problem-posing model of education
- The development of a critical consciousness to understand how oppressive systems operate and how to take action against them.

Freire (1970/2011) urged educators to avoid a banking model of education that positioned students as passive receivers to be filled with information and instead encouraged active participation in learning by both students and teachers. "To teach is part of the very fabric of learning," therefore learning and teaching must take place from both students and teachers (Freire, 1998, p. 31).

Freire's (1970/2011) work, along with countless other scholars (e.g., Fránquiz & Salazar, 2004; Ladson-Billing, 1995; Moll et al., 1992; Salazar, 2013) position students

as knowledgeable and capable learners. They posit that learning emerges from individuals' experiences and ways of being in the world and can be accessed by teachers as ways to learn and to teach their students. Drawing on different linguistic, cultural, and social experiences, people construct meaning and learn tools to mediate social worlds (e.g., Street, 1984/1995; Vygotsky, 1978). Acknowledgement of these experiences and learning supports scholars call to move from a standardized curriculum and programs towards humanizing pedagogies (Fránquiz & Salazar, 2004, Freire, 1970/2011; Huerta, 2011; Salazar, 2013). Next, I look across scholarship on asset-based pedagogies, which aims to challenge deficit orientations of students often marginalized (e.g., Ladson-Billings, 1995a, 1995b; Paris, 2012) and humanizing pedagogies, which problematizes and works towards humanization in education (e.g., Bartolomé, 1994; Huerta, 2011). Together these pedagogies frame how I observed preservice teachers' literacy teaching during student teaching.

Asset-Based Pedagogies

Asset-based pedagogies specifically view students' differences as assets rather than deficits. Much of the work on asset-based pedagogies reacts to attempts to address "gaps" in achievement attributed to deficit orientations of marginalized students including culturally relevant pedagogy (Ladson-Billings, 1995a, 1995b), culturally responsive teaching, (Gay, 2010), and culturally sustaining pedagogies (Paris, 2012). Deficit perspectives position students' experiences, literacy practices, and lives as lacking the necessary skills to be successful in school (e.g., Gutiérrez & Rogoff, 2003; Salazar, 2010; Solórzano & Yosso, 2002). Many scholars suggest that marginalized students are exposed to subtractive practices in the name of increasing achievement, at the expense of students' emotional and cultural well-being (Ladson-Billing, 1995b; Valenzuela, 2010).

Literature on asset-based pedagogies "reflects cultural knowledge, cultural content integration, and language as necessary pedagogical practices for historically marginalized students" (López, 2017, p. 197). Culture is something that people do, not something that one possesses. Cultural practices are dynamic and that variability exists between and among different groups, what some scholars refer to as cultural repertoires of practice (Gutiérrez & Rogoff, 2003). A teacher's responsibility is to understand students' practices and to avoid overgeneralizing findings based on membership in a group by engaging in observations across various settings to understand the complexity of individuals' lived experiences (Gutiérrez & Rogoff, 2003). Cultural knowledge in asset-based pedagogies includes teachers' knowledge about students' culture to understand and validate students' ways of being that are genuine and consider students' culture as an asset (e.g., Banks, 1993; Gay, 2010). For example, Funds of Knowledge (FoK), names the knowledge and practices that people learn from their family and cultural backgrounds. Theories such as FoK help combat deficit framing of students and position students and families as knowledgeable as opposed to competing with a "normative version" of culture and skills (Moll et al., 1992). Cultural content integration is not only the acknowledgement and validation of students' culture, but teachers' inclusion of students' culture into the curriculum, further affirming students' cultures as worthy of being part of the content to be learned. The last pedagogical practice imperative in asset-based pedagogies is language diversity (López, 2017). Language is one of the most powerful transmitters of culture (Darder, 2012/2016), and therefore students' languages should be celebrated as important to the classroom culture and leveraged in the curriculum. In the following subsection, I explore one way in which these practices might be transformed—through a humanizing pedagogy that disrupts the dehumanizing practices predominant in many U.S. schools.

Humanizing Pedagogies

Since the time of *Pedagogy of the Oppressed* (Freire, 1970/2011), almost 50 years ago, scholars have used this seminal work as a springboard to think, theorize, and problematize humanization in education (e.g., Bartolomé, 1994; Dale & Hyslop-Margison, 2010; Fránquiz & Salazar, 2004; Huerta, 2011; Salazar, 2013). Salazar (2013) identified five key tenets required for the pursuit of humanity through a humanizing pedagogy. Each of these tenets represents theoretical assertions that ground humanizing pedagogy in scholarship but that can also be applied to how teachers approach their practice.

The first tenet, "The full development of the person is essential for humanization" (Salazar, 2013, p. 128) draws on the idea that the process of becoming a human is never finished, "one can, at best, become more fully human" (Roberts, 2000). Education must be more focused on the whole human, connecting with students on an emotional level (Cammarota & Romero, 2006; Huerta, 2011) and believing that students may differ in how they learn but not in their ability to learn (Huerta, 2011).

Next, "To deny someone else's humanization is also to deny one's own," (Salazar, 2013, p. 128) refutes a banking method of education, curriculum, and teaching practices which do not build on the experiences of students, ultimately silencing them (Bartolomé, 1994; Cammarota & Romero, 2006; Salazar, 2013), for example rote memorization or skill and drill (Salazar, 2013). Teachers who practice a humanizing pedagogy respect students' cultures, values, beliefs, histories, and experiences (Huerta, 2011; Zisselsberger, 2016), incorporate students' languages and culture into the curriculum, support students' pride in their home culture (Salazar & Fránquiz, 2008; Zisselsberger, 2016), and leverage what students already know as a place for students to build academic success (Zisselsberger, 2016). Unfortunately, the enactment of tapping students' existing

knowledge is not a common practice with marginalized student populations perceived as deficit (Bartolomé, 1994).

"The journey for humanization is an individual and collective endeavor toward critical consciousness," the third tenet, focuses on the development of what Freire (1970/2011) calls the critical consciousness (Salazar, 2013, p. 128), focusing on both teachers' and students' attitudes, dispositions, and perspectives (Huerta, 2011; Zisselsberger, 2016) while engaging in problem-posing education (Bigelow & Peterson, 2002). Teachers who enact a humanizing pedagogy recognize and understand the historical and political contexts that affect their lives and their students' lives (Bartolomé, 1994; Salazar & Fránquiz, 2008). Further, teachers must critically examine the relationship between their own perspectives and their students and their teaching methods (Bartolomé, 1994; Salazar & Fránquiz, 2008; Souto-Manning, 2010; Zisselsberger, 2016). In the end, this tenet supposes that a humanizing pedagogy stems from relationships between educators and students in the collective pursuit of humanization for all (Bartolomé, 1994; Huerta, 2011; Roberts, 2000).

The fourth tenet states, "Critical reflection and action can transform structures that impede our own and others' humanness, thus facilitating liberation for all" (Salazar, 2013, p. 128). Praxis, the practice of simultaneously being in action and reflecting on that action, can transform dehumanizing structures (Freire, 1970/2011) and promote liberation for both educators and students (Salazar, 2013). Social change, intertwined with a humanizing pedagogy, critically engages students in the world so they can promote social change.

The final tenet, "Educators are responsible for promoting a more fully human world through their pedagogical principles and practices," (Salazar, 2013, p. 128) addresses the tension between humanizing pedagogy and theory. Some scholars criticize

Freire's work for not providing specific methods for achieving humanizing pedagogies in the classroom (e.g., Dale & Hyslop-Margison, 2010), while others argue that his pedagogy cannot be diluted to a set of decontextualized skills or methods (Macedo, 1994; Roberts, 2000). Teachers cannot assume that there is one teaching practice or method for humanizing pedagogy that should be understood as the answer or viewed without a critical eye as many teaching practices were designed to oppress students (Bartolomé, 1994). Freire's pedagogies must be adapted to specific contexts where the teaching and learning occur and are to some extent individualized (Bartolomé, 1994; Freire, 1970/2011; Roberts, 2000).

A Lens for Viewing Preservice Teachers' Teaching

Asset-based and humanizing pedagogies provided a lens to analyze the three focal participants' teaching data. In my analysis, I specifically looked for moments where the preservice teachers used knowledge of their students to build curriculum, integrated culture into the classroom content, and when language, specifically languages other than English, were leveraged. Asset-based and humanizing pedagogies led me to consider how the preservice teachers saw students as whole, individual people who participate in multiple communities which are each valuable and worthy. Another space of focus was when teachers were not only teaching, but recognized that they too were learning from the students and based future teaching on their experiences with students, as Freire (1998) said, "To teach is part of the very fabric of learning" (p. 31). Additionally, the relationships that preservice teachers and students formed became a focus, as "a humanizing pedagogy is rooted in the relationship between educators and students" (Salazar, 2013, p. 129).

In the first part of this Chapter, I reviewed theories of learning (e.g., Moje & Lewis, 2007/2012; Rogoff, 1995; Vygotsky, 1978), literacy (e.g., Barton & Hamilton, 1998/2012; New London Group, 1996), language (e.g., Erickson, 2004/2008; Gee, 2004/2011), culture (e.g., Gutiérrez & Rogoff, 2003; Moll et al., 1992) and teaching (e.g., Freire, 1970/2011; Salazar, 2013) that were relevant to my research design, data collection, analysis, and the reporting of findings. Next, I move into a review of empirical work to situate my study in current literature.

REVIEW OF RELEVANT LITERATURE

This dissertation is a multicase study of preservice teachers' literacy teaching during student teaching and the stances they take towards their students. My study contributes to the intersection of two separate but related areas of research in literacy preservice teacher education: preservice teachers' learning in student teaching and literacy preservice teacher preparation in regards to sociocultural knowledge. In a special issue of the *Journal of Literacy Research* (JLR), Barr, Watts-Taffe, Yokota, Ventura, and Caputi (2000) stated that research on literacy preservice teacher education can serve two important functions: One, research can contribute understandings of how experiences planned for preservice teachers support their learning, and second, research can provide descriptions of a phenomenon (teaching and learning) that enable us to think more clearly about the nature of learning to teach. The scholarship in this review speaks to both of these functions. The intersection of preservice teachers' experiences in student teaching and literacy preservice teacher preparation in regards to sociocultural knowledge has yet to be fully explored. In this review, I consider relevant studies from each area of literature, and follow this with a discussion of how my study fills the gap.

The first section of this literature review, a broad review of student teaching experiences in preservice teacher education, contains two subsections: a synthesis of themes from reviews of student teaching, including but not exclusively related to literacy and the research on student teacher learning specifically in the domain of literacy. The second section includes scholarship on the experiences of literacy preservice teachers during student teaching. The final section of the review synthesizes literature on preservice teacher preparation for the exploration of and learning about sociocultural knowledge. I conclude the review with a discussion of the literature and how my study addresses the intersection of these areas.

A Synthesis of Literature Reviews about Preservice Teacher Student Teaching

This section includes a review of student teaching experiences in preservice teacher education. To contextualize the broader work of preservice teacher education on student teaching, I began my review by stating themes emerging from a review of from literature reviews of preservice teacher education that included student teaching. I included reviews of both preservice teacher preparation and literacy teacher preparation in order to illuminate similarities across the scholarship. I organized this section into two themes, contextualization of student teaching and the need for additional scholarship during student teaching. I argue these themes from literature reviews of preservice teacher education support the need for my study.

A common implication of these reviews was the need for the deeper contextual understanding of preservice teachers' experiences during student teaching (Clift & Brady, 2005; McIntyre, Byrd, & Foxx, 1996; Risko et al., 2008; Wideen, Mayer-Smith, & Moon, 1998). McIntyre and colleagues (1996) called for a more contextual understanding of the student teaching experience in hopes that it would reveal the complexity of student

teachers' teaching. Similar to McIntyre et al. (1996) Wideen and colleagues' (1998) critical review of research on student teaching noted that studying the process of learning depends on the voices present, asking research to pay closer attention to all the actors involved as well as the context in which student teaching happens. In *The Report of the AERA Panel on Research and Teacher Education,* Clift and Brady (2005) reviewed research on methods courses and field experiences for preservice teachers including individual, instructional, and contextual factors on preservice teacher development. Clift and Brady (2005) suggested research take a more complex approach to understanding the interactive and social nature of preservice teachers' developing teaching practice. Similar to reviews that came before, their critical review of research on reading teacher education recommended future research include the complexity of the events and settings (Risko et al., 2008), using research methodologies such as case study. My study uses critical ethnographic data collection methods, which provide a complex and in depth look at the events and settings during the student teaching experience, paying closer attention to all the actors involved as well as the context in which student teaching happens. I expand on critical ethnography in Chapter 3.

Most preservice teacher education programs include field components and practicum experiences as part of coursework. Further, a culminating student teaching experience often happens in schools connected to the university in order to simulate classroom teaching with the support of a mentor, a certified classroom teacher, often called a cooperating teacher. Much of the research on preservice teachers involves method courses with a connected practicum as found in Risko and colleagues' (2008) critical review of research on reading teacher education. Of the 82 empirical studies reviewed on the preparation of reading preservice teachers only nine percent (seven studies) collected data during student teaching (Risko et al., 2008; (see Figure 1). In *The*

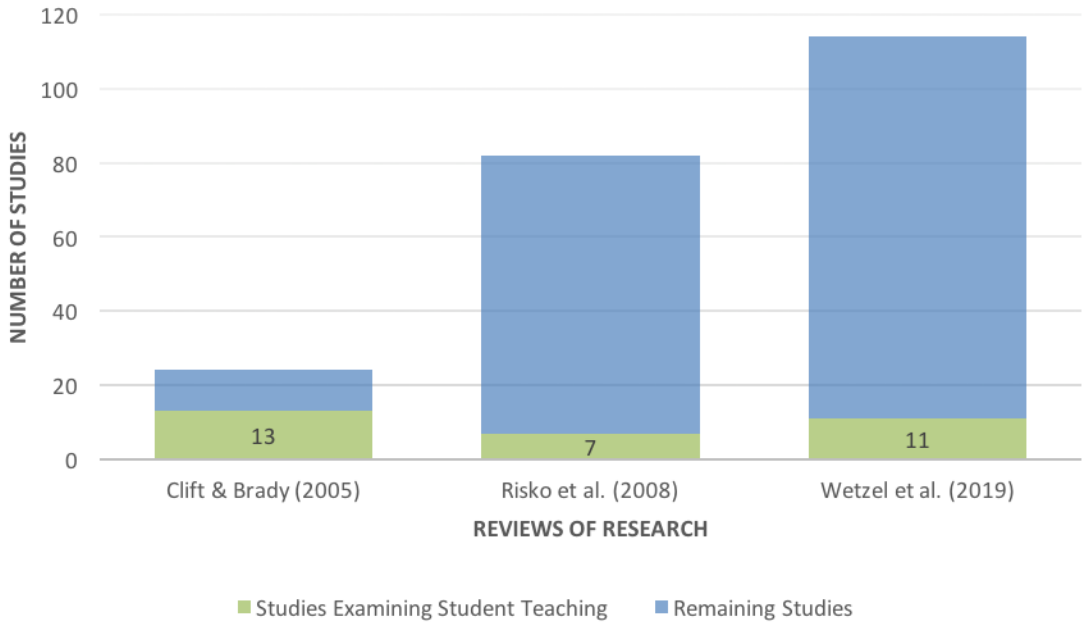

Figure 1: Reviews of Research on Preservice Teacher Education

Report of the AERA Panel on Research and Teacher Education, Clift and Brady (2005) examined 24 studies on the teaching of English (literacy). Thirteen of the reviewed studies examined student teaching, however, only four of these studies took place inside of elementary schools. Of the 114 studies reviewed in Wetzel and colleagues (2019a) review 34% (39 studies) explored preservice teachers' experiences teaching, however less than 10% (11 studies) explored preservice teachers' teaching in the field (e.g., internship, student teaching). As the capstone experience for teacher preparation programs, more scholarly research should be conducted on the student teaching experience so that empirical data can inform teacher preparation programs how preservice teachers experience and learn during this time.

This review of research had two themes, contextualization of student teaching and the need for additional scholarship during student teaching. To address remaining

questions about literacy preservice teachers' learning during student teaching, a more complex understanding of the scholarship in this area was necessary. The next section of this review shares a synthesis of empirical studies which focus on preservice teachers during their student teaching experience.

Preservice Teacher Experiences During Student Teaching

In a search of scholarly, peer reviewed studies on preservice teachers' experiences during student teaching, I conducted an electronic search through EBSCO (databases included: Education Source, ERIC, and PsychoINFO). Initially, my search included studies published since 2008, the year following Risko and colleagues (2008) critical review of reading preservice teacher education, and search terms (student teaching or student teacher) AND (literacy or reading or writing) in the abstract AND (elementary or primary) in the subject. This initial search returned 35 articles. To broaden the search, I omitted elementary or primary and used the search terms (student teaching or student teacher) AND (literacy or reading or writing) in the abstract, which returned 124 articles, of which I read all of the abstracts. The majority of the studies included data collected during student teaching as well as another experience such as coursework, or following the preservice teachers into their first years of teaching. Many of the studies including student teachers took place in secondary education settings aligning with the Clift and Brady (2005) review. I eliminated these studies from my review because my focus is the elementary setting. I additionally eliminated studies examining a different subject area other than literacy, such as math or physical education. As a tertiary method of searching, I used the CITE-ITEL database and reviewed all the abstracts for articles coded as Preservice Teacher Field Experiences: Inside of Schools (142 articles). From this search, I added additional articles to my review.

Similar to Risko and colleagues (2008), I found the majority of the research conducted on literacy preservice teacher preparation is in either methods courses or methods courses which include a practicum experience. Many studies focused on preservice teachers' enactment of teaching literacy skills and strategies in the classroom (e.g., Adoniou, 2013; Bixler, Smith, & Henderson, 2013; Brannon & Fiene, 2013; Hong-Nam & Szabo, 2012; Luttenegger, 2012; Morgan, Zimmerman, Kidder-Brown, & Dunn, 2011; Scales et al., 2014; Smith, 2009). Several of these studies included data collection from either before student teaching including methods coursework (Brannon & Fiene, 2013; Luttenegger, 2012; Morgan et al., 2011) or beyond graduation and into the first years of teaching (Adoniou, 2013; Bixler et al., 2013; Smith, 2009). Brannon and Fiene (2013), Luttenegger (2012), and Morgan and colleagues (2011) found that preservice teachers often appropriate methods for teaching in methods coursework during a connected practicum but do not increase in their level of appropriation in student teaching unless the preservice teacher has a cooperating teacher who supports this work. Luttenegger (2012) concluded that appropriation of teaching metacognitive reading strategies happened when course content and field placement were in alignment but also when preservice teachers' learning was assessed. When studies spanned more than student teaching, the research conducted was evaluative, assessing the preservice teachers' ability to take methods from coursework to student teaching or assessing what teaching methods continued into the preservice teachers' first few years of inservice teaching.

As many of the studies in the previous section of my review revealed, field experiences typically serve as places to demonstrate and apply knowledge learned in coursework. However, an alternative view of these spaces is that they are crucial for preservice teachers to learn through practice (Zeichner, 1996). In student teaching, as

opposed to in methods courses, preservice teachers move from receiving support and feedback from a professor or instructor to a classroom space where students are the feedback on their teaching. In addition to receiving feedback from students, preservice teachers work with a cooperating teacher, who is also attuned to the students.

The next part of my review synthesizes findings about the specific experiences preservice teachers encounter during student teaching in literacy. The following focus areas emerged from my analysis of the literature.

Tensions in Teaching: Beliefs Versus Enactment

Preservice teachers face tensions during student teaching, specifically related to the pedagogies they *want* to enact versus the practices they are *asked* to take up (e.g., Burnett, 2009; Burnett, Daniels, Gray, Myers, & Sharpe, 2015; Lesley, Hamman, Olivarez, Button, & Griffith, 2009; Sanden, 2016; Sydnor, 2014). With standardization and accountability as an increasing force in our education system, preservice teachers often have to negotiate more constructivist university coursework with standardized curriculum and control found inside of schools policed by state standardized tests. Drawing on Bakhtin's (1981) notions of authoritative discourse, Sydnor (2014) explored one student teacher's tensions in moving from being a student in the university to her student teaching experience. In moments of contradiction between her two figured worlds, (1) apprenticeship in elementary school through observation and student teaching and (2) teacher education, Erica decided what teaching practices to take up, try on, dismiss, and talk back to. Looking across Erica's student teaching, it was the authoritative discourses (Bakhtin, 1981) present in the elementary school that prevailed: control, standardization, and productivity. These discourses were not what Erica saw herself

enacting in her future as a teacher but rather discourses her field placement required her to enact.

Several studies shared how preservice teachers felt they did not have time to enact the literacy teaching practices they had learned through coursework (e.g., Lesley et al., 2009; Sydnor, 2014). Lesley and colleagues (2009) examined the interactions of 19 pairs of cooperating teachers and preservice teachers while learning to teach reading using guided reading (Fountas & Pinnell, 1996). Moving away from a scripted curriculum, guided reading was a tool which allowed for on the spot preservice teacher decision making and ongoing analysis of children's reading to drive instruction. Although the preservice teachers had opportunities to teach through guided reading, several of the preservice teachers felt they missed an opportunity to practice their own teaching methods of reading instruction. Sanden (2016) conducted a survey study of preservice teachers and their cooperating teaching to understand the perceived inclusion of literacy concepts and practices. Similar to the findings in Lesley et al. (2009), the preservice teachers expressed concerns over the lack agency in not being able to enacting literacy teaching practices they had learned through coursework and were interested in trying out.

Preservice teachers enact different personal literacy practices at times and hold different beliefs of literacy for themselves than their students in schools (Burnett, 2009; Burnett et al., 2015). Burnett and colleagues (2015) used interviews to collect five student teachers' experiences with literacy inside and beyond the classroom at the beginning and the end of student teaching to explore the continuities and discontinuities between these spaces. Further, these scholars examined how the preservice teachers positioned themselves in relation to their literacy pedagogy during student teaching, exploring the tensions between who they wanted to be as teachers, and who they were expected to become. The students described their own personal literacy practices as varied and based

on their individual interests and preferences, often times teetering between binaries such as literacy as a set of skills versus a diverse set of individualized practices; individual versus social; and digital versus paper based. When describing literacies inside of school, the preservice teachers emphasized the importance of literacy as fixed, individual, and paper based. The preservice teachers developed a personal and professional stance on literacy teaching when experiencing tensions between how they wanted to teach versus what they were expected to do in schools. In another study, Burnett (2009) explored the digital literacy practices in a case study of one student teacher, and the significance of personal experience with digital literacy for professional practice. This student teacher aligned herself with different discourses of 'control' and 'professionalism' when teaching, and patterned her stories of practices both within and beyond her professional education. Personal literacy practices play a part in the beliefs that student teachers hold about literacy. However authoritative discourses are powerful and influential and can pressure preservice teachers from enacting teaching pedagogies they believe in.

These studies considered literacy preservice teachers' difficulties encountered in student teaching and the importance of support in preservice teachers' development of critical reflection on literacy practices, both personal and professional. These studies suggest that preservice teachers might need support in how to negotiate and push back.

Deficit Discourses of Students

Preservice teachers experience deficit discourses of students during their student teaching experiences (e.g., Conner-Zachocki & Dias, 2013; Ferguson & Brink, 2004; Ticknor, 2014; Triplett & Barksdale, 2016). Triplett and Barksdale (2016) conducted a content analysis of preservice teachers' drawings and writings about struggling readers in their field placement to examine the ways they perceived struggling readers during their

internship and student teaching. The overarching theme was the struggle and plight of struggling readers. “Our preservice teachers witnessed, “frustration,” “embarrassment,” and “tears.” The participants saw children who were “nervous,” “anxious,” and “afraid” and perceived that elementary struggling readers were feeling “angry,” “humiliated,” and “broken inside” (Triplett & Barksdale, 2016, p. 42).

In another study of encounters with deficit discourses, Ticknor (2014) studied one preservice teacher during her student teaching field experience. Using discourse analysis, Ticknor showed how Tammy entered her student teaching as someone who was already passionate about social justice and issues of power and oppression and maintained that through her student teaching experiences by enacting social justice pedagogies. During student teaching, Tammy’s cooperating teacher encouraged her to plan literacy lessons reflective of her own professional stances. However, in an observation of a lesson, the instructional coach critiqued Tammy making a recommendation to have a Hispanic student act as a leader in the lesson because it was about Mexican culture. Tammy spoke back, stating that because a student is Hispanic does not necessarily mean they know or practice Mexican culture. In the face of deficit discourses, Tammy preserved her social justice identity by resisting racial and cultural stereotypes of students.

Conner-Zachocki and Dias (2013) studied one student teacher, Danielle, who encountered deficit discourses from her cooperating teacher. Danielle planned and co-taught a New Literacies Studies unit with a peer during her fourth-grade student teaching placement. Before the unit began, the cooperating teacher, identified her students as “low,” and stated that literature circles would be challenging to do. When the students initially did struggle with the structure of literature circles, the cooperating teacher encouraged the student teachers to abandon their plan. As the unit continued, Danielle’s

co-teacher began to feel uncertain about resisting the cooperating teacher and Danielle was left alone to defend her instructional plan.

Preservice teachers encounter deficit discourses of students during their student teaching experience. The ways preservice teachers react to these discourses vary, from talking back to the discourse to feeling isolated and alone.

Fear of Evaluation

Occasionally, preservice teachers do not advocate for what they want during student teaching for fear of negative evaluation that could affect their potential for hire (e.g., Conner-Zachocki & Dias, 2013; Sandon, 2016; Sydnor, 2014; Ticknor, 2015). These two studies examined preservice teachers who out of fear of being judged as ineffective did not advocate for themselves. In a study previously mentioned in this review, Conner-Zachocki and Dias (2013) studied one preservice teacher, Danielle, who planned and co-taught a unit linking literature circles to local community organizations. Dissonance arose between the preservice teachers and the cooperating teacher. The cooperating teacher wanted a complete list of state standards that the unit would address, however the preservice teachers expressed a desire to respond to their students' instructional needs as they emerged throughout the unit, which did not allow for a complete list of standards before the unit began. As the unit progressed, Danielle's co-teacher felt uncertain about resisting the cooperating teacher's advice for fear of the potential negative results of evaluation. Ultimately, an alliance formed between the co-teacher and the cooperating teacher and the actual lessons taught did not support the unit's goals and beliefs. In this case, we see the fear of evaluation which led to the abandonment of the unit. The study that follows is about how preservice teachers wanted to teach versus how their cooperating teachers or placement schools asked them to teach.

Recall the case study of Erica who experienced tensions moving from being a student at the university to being a student teacher in a school (Sydnor, 2014). It is not surprising that a study about a preservice teacher's struggle in this transition would also be included in a section on fear. In analyzing Erica's figured worlds, Sydnor (2014) described the work that Erica did in the contradictions of these two figured worlds. For example, in teacher education Erica learned a number of teaching methods (authoritative[2] in nature by way of teacher education), however as she entered student teaching Erica negotiated these methods within the elementary school context fraught with its own authoritative discourses such as accountability and control. Looking across Erica's student teaching, the authoritative discourses in the elementary school of control, standardization, and productivity influenced her teaching. These discourses were not what Erica saw herself enacting in her future as a teacher, rather discourses she must enact during student teaching to be viewed as competent. As we see in these two studies, fear is a driving factor in the lack of preservice teachers' actions when their expectations and their actual experience do not align. In the next section, I share several studies about preservice teachers who did enact agency when they encountered dissonance.

Preservice Teacher Agency and Negotiation in Student Teaching

Preservice teachers are agentic during student teaching through the language they use and also the actions they take (e.g., Conner-Zachocki & Dias, 2013; Ferguson & Brink, 2004; Larsen, 2008; Sydnor, 2014; Ticknor, 2015; Ticknor & Cavendish, 2015). Preservice teacher agency has also been a focus of research, in terms of the curriculum and teaching decisions they make and how they negotiate their identity.

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[2] Referring to the notion of authoritative discourse, which has an inflexible meaning and demands allegiance (Bakhtin, 1981)

As previously reviewed, preservice teachers experienced tensions between the pedagogies they wanted to take up versus the practices they were asked to enact during student teaching. The next two studies explore ways that preservice teachers acted agentically when making curricular and pedagogical decisions. Tensions between constructivist coursework and school placements exist for preservice teachers when they work in spaces where teachers are held to stringent accountability and scripted curriculum. Ferguson and Brink (2004) conducted a qualitative case study of two preservice teachers' student teaching in a school with a large percentage of students labeled "at risk" for school failure due to their poverty status. Together the preservice teachers engaged their classes in a collaborative action research project, veering away from a scripted curriculum, and pairing their fourth-grade students with younger students to mentor them in creative writing. Student teachers, with the support of their cooperating teachers, were able to accept responsibility for students learning, rather than resorting to deficit discourses of blaming the student. Preservice teachers were able to navigate a transmission-oriented curriculum with the support of supervisors and strategies learned in literacy coursework. In another study, Ticknor (2015) explored preservice teachers' talk over time and how they used language to rehearse agency so as to resist pressures to conform to dominant Discourses of literacy present in the field placement classroom. The preservice teachers' rehearsal of agentic language connected to dissonance in the field placement classroom, as "dissonance that leads to frustration is central to recognizing opportunities for agency" (Ticknor, 2015, p. 396). Over time, it was through rehearsal of language that the preservice teachers began to advocate for themselves and implement literacy practices aligned with their own Discourse Models of Teaching and Teachers.

The next two studies explore the ways that preservice teachers negotiated their teacher identity during student teaching. Ticknor and Cavendish (2015) explored bonded

relationships, or relationships that are "effectively fastened to one another" (Gergen, 2009, p. 172 as cited in Ticknor & Cavendish, 2015), between the preservice teachers and their cooperating teachers for four preservice teachers during their last year of coursework and field experience. I draw on part of the study that focused on student teaching, although early career teaching was also included. Bonded relationships offered critical support in the construction of professional identities for these preservice teachers. One student teacher, Natasha, did not form a bonded relationship with her cooperating teaching during student teaching. However, the relationship formed between them was influential, as the cooperating teacher represented a teacher that Natasha did not want to become. Natasha worked to negotiate an identity that was the opposite of how she perceived her cooperating teacher, confidently demonstrating her identity as a literacy educator. In another study that explored the negotiation of identity Larsen (2008) studied literacy preservice teacher identity development amidst authoritative discourses such as standardized curriculums and narrow definitions of literacy put forward by No Child Left Behind (NCLB). Secondly, she explored the strategies and discourses the literacy preservice teachers used to negotiate the competing discourse of literacy teaching. Over the course of student teaching the preservice teachers' identities were in transition and they negotiated authoritative discourses in a variety of ways. During focus group conversations with peers, preservice teachers deconstructed their work and their teaching. Further, the preservice teachers also reconstructed themselves as literacy teachers verbalizing and envisioning who they wanted to be in relation to their student teaching experience and previous coursework. Similar to Ticknor (2015), Larsen (2008) also named literacy teachers' agency as they negotiated and performed their identities during student teaching.

Although preservice teachers experience tensions during student teaching, preservice teachers also enact agency and negotiate their identities during this time. To foster agency in preservice teachers, Ticknor (2015) made four recommendations: "rehearsals [of agentic language] over time, dissonance to the point of frustration, observations and approximations in field experiences, and interactional spaces for critical reflection" (p. 383). Over time, each rehearsal of resistance could potentially empower preservice teachers when considering possibilities for agentic action.

This part of my review synthesized what research says about literacy preservice teachers' experiences during student teaching. Preservice teachers faced tensions during student teaching, specifically related to the pedagogies they *want* to enact versus the practices they are *asked* to enact. Preservice teachers also experienced deficit discourses of students during their student teaching experience, and reacted to those discourses in a variety of ways. Occasionally, preservice teachers did not advocate for what they wanted during student teaching for fear of negative evaluation. Further, preservice teachers enact agency in their teaching and curriculum choices and negotiate their identities during this time. More research is needed to explore the enactment of preservice teacher agency in student teaching, to understand how student teachers advocate for asset-based and humanizing pedagogies and stances towards students, and to examine the support and challenges they face in these moments.

A challenge in preservice teacher education pertains to the growing cultural and linguistic diversity among elementary and secondary students, and the implications of this not only for instruction but also for the evolving identities of teachers (Barr et al., 2000). A gap present from the scholarship is an understanding of how preservice teachers learn about their students during their student teaching experience. The next part of my

review explores scholarship about preservice teachers' learning about sociocultural knowledge.

Preservice Teacher Learning About Sociocultural Knowledge and Diverse Students

To search for scholarly, peer reviewed studies about how teacher educator programs prepared preservice teachers to learn about sociocultural knowledge and diversity I conducted a search using the CITE-ITEL database. I focused on articles that were coded Preservice teacher beliefs about students, families, and communities. This category includes studies with findings related to preservice teachers' perceptions and changes in perceptions about the students they work with (e.g., the effects of labels, cultural background) and the students' families and communities. I read the abstracts of all the articles (84 articles) and omitted studies that did not take place at the elementary certification level. Further, as an additional way to locate articles, I used branching, identifying additional articles that prepared preservice teachers to learn about their students. Articles in this section are mainly from literacy preservice teacher education, however, I included some studies found through branching that more generally talk about preservice teacher education.

The literature in this section focuses on how preservice teachers learn about the students they teach. In the scholarship, four major themes emerged from my analysis: coursework; working with students; learning about students and their communities; and reflecting on preconceived notions about students. Next, I present a synthesis of the four focus areas from the literature.

Coursework

During teacher preparation coursework, professional readings, activities, and often class discussions support preservice teachers' learning about students who are linguistically and culturally diverse (e.g., Abrego, Rubin, & Sutterby, 2006; Cooper, 2007; Wong, 2008; Lazar, 2007; Olson & Jimenez-Silva, 2008; Wiseman, 2014; Wenger & Dinsmore, 2005). Lazar's (2007) qualitative study examined preservice teachers' attitudes towards children's literacy potential, their confidence in teaching children to read and their interest in teaching in urban schools while preservice teachers participated in community-specific (CS) literacy coursework. CS courses included urban-focused readings and coursework including "a literacy curriculum that addressed issues of cultural diversity with respect to African American urban communities" (p. 412) and an additional field experience of tutoring students in an urban setting, Lazar (2007) found the diversity-oriented courses and working with students helped preservice teachers recognize children's literacy potential, gain confidence in their ability to teach, and made a difference in preservice teachers' stances toward children.

In a somewhat similar study, Wenger and Dinsmore (2005) examined their teacher education program, focusing on preservice teachers' assumptions about student diversity in rural schools. Preservice teachers did not question the white-middle class assumptions in schools, and their initial assumptions showed that they felt students brought cultural knowledge and practices to the classroom, but similar to Doorn and Schumm (2013) there were challenges in working with student practices that were unknown to them. The most effective experiences that helped students feel prepared to teach linguistically diverse students were scaffolded from their own experiences with minority students and families. In stark contrast to the previous study, preservice teachers did not perceive readings on the theories of multicultural education or research helpful if

the readings were not located within context similar to theirs. The next study differs in that the context of the course was state mandated.

Olson & Jimenez-Silva (2008) engaged in a study in response to their university's compliance with the required Structured English Immersion (SEI) course, preparing teachers for schools that would no longer offer education in students' native languages, mandated by Arizona Department of Education. The study explored the SEI endorsement courses and curriculum to see if it changed elementary preservice teachers' beliefs and attitudes toward instructing ELLs and their perception of their future instruction for ELLs. Course instructors structured coursework to meet the state requirement, but additionally included the socio-historical and political issues of race, culture, and ethnicity in the US, and the theoretical underpinnings of how students learn, how language is acquired, and methods and teaching strategies. The coursework contributed to preservice teachers' knowledge and their ideologies, helped them understand what English Language Learners bring to a classroom as knowledge and skills, provided modifications and strategies for teaching, and helped preservice teachers to consider the perspective of someone trying to learn a new language.

These studies all include coursework for teacher preparation that contributed to preservice teachers' learning about students who are linguistically and culturally diverse. Researchers found that, for the most part, professional readings in conjunction with field experiences contributed to preservice teachers' learning about these students. An influential coursework activity was a field component, but I will review these findings in another subarea.

Working with Students

Practice-based methods of learning such as coursework paired with practicum experiences provide preservice teachers the opportunity to integrate personal, practical, and professional knowledge in teaching (Duffy & Atkinson, 2001). Preservice teachers learn about the students they teach through structured teaching experiences most often associated with coursework such as tutoring (e.g., Brock, Moore, & Parks, 2007; Doorn & Schumm, 2013; Lazar, 2007; Wong, 2008; Worthy & Patterson, 2001) and working with families of the students (e.g., Abrego et al., 2006; Mosley & Zoch, 2012; Shin, 2006).

Structured teaching experiences planned and organized by teacher preparation programs for preservice teachers differ from study to study, but were most often connected to a course as a field based component. For example, Wong (2008) examined preservice teachers' learning in a tutorial setting. Preservice teachers tutored English Language Learners between two and four hours per week, and afterwards wrote about their experience. The analysis of the preservice teachers' journal entries revealed different kinds of relationships between the preservice teachers and their tutees--transactional, transformational, or transcendent. Each relationship resulted in a different kind of learning for preservice teachers. Transactional tutors viewed their tutoring relationship as a business relationship, depositing information into the tutee, solely focusing on their role as a tutor. Transformational relationships were based on learning about the student first, then student learning. In this situation, academics seemed to naturally flow as preservice teachers recognized that the teacher-student role reversed from time to time. Transcendent tutors acknowledged personal growth in ideas, beliefs, and biases with respect to diversity. Transcendent tutors recognized their role as a change agent, engaging in social action on behalf of their tutee, and recognized that as future

teacher they would do the same thing, also engaging students in the process too. In another study that explored teaching, Worthy and Patterson (2001) explored seventy-one preservice teachers during "Reading Club," in predominantly Hispanic, low-income schools. At first the preservice teachers felt inadequate as tutors, but as time progressed, their confidence grew. Preservice teachers' instruction was based on their experience and used both students' interests and instructional needs to guide their time with their tutee. Tutors felt an emotional investment and had feelings of personal responsibility for their tutees' learning. Although not all relationships were similar, all preservice teachers learned valuable lessons about teaching. An important finding of this study is many preservice teachers spoke with deficit language at the beginning of the semester, working in high-poverty schools. However, towards the end of the semester, language such as "behind reader" and "special ed" were replaced with descriptions of the students and the pairs' interactions during sessions. Working with students in tutorial setting is a powerful space for learning about students, challenging deficit labels, and shifting language about students who are linguistically and culturally diverse (Wong, 2008; Worthy & Patterson, 2001).

Another kind of teaching experience that provided a space for preservice teachers to learn about their students took place during their field experience and student teaching. In a study of how field placements affect the beliefs of preservice teachers, Doorn and Schumm (2013) investigated preservice teachers' attitudes regarding the language and literacy development of linguistically diverse students. Preservice teachers revealed that personal home and community connections influenced their attitudes. Engagement with linguistic diversity during field experiences was important, however all preservice teachers viewed teaching culturally and linguistically diverse students as a challenge. A concern regarding English Language Learners' academic needs became pronounced

during student teaching. As preservice teachers engaged in their field placement, they drew on these experiences to make sense of their thinking about teaching culturally and linguistically diverse students. Beyond structured teaching experiences such as tutoring and work in the field, reviewed thus far in this section, preservice teachers also learned about sociocultural knowledge and linguistically and culturally diverse students through experiences working with students' families.

Working with adults and families of the school community provide important learning experiences for preservice teachers (e.g., Abrego et al., 2006; Mosley & Zoch, 2012; Shin, 2006). Each of the studies in this subarea provides an experience for preservice teachers to work with the families of their students' or the school community. Abrego et al. (2006) studied preservice teachers' work with families in an Evening Reading Improvement Program designed to incorporate structured family involvement into the teacher education program. This experience helped preservice teachers feel prepared to work with parents and future interactions with families. The literacy tutoring program included specific experiences that provided topics for family and preservice teacher communication. Preservice teachers understood the importance of building strong relationships with families and realized that parents were able to help students at home.

Different from the previous study, Mosley and Zoch (2012) found that preservice teachers built knowledge about language and literacy acquisition and began to reflect on how social and political conditions created a space for literacy teaching and learning during an adult English as a Second Language evening course. This study explored the Discourses of language and literacy acquisition and pedagogy. Preservice teachers took responsibility for their students' engagement and learning and were situated as a partner in learning due to leaving an English dominant setting and teaching with the challenge of a language barrier. Similar to Mosley and Zoch (2012), Shin (2006) studied preservice

teachers who engaged in a tutoring experience with adults learning English as an additional language. The experience helped preservice teachers build confidence as a teacher, realize improvement of writing happened over time, and understand that tutoring is beneficial to students because of the ability to address specific needs. From their work with their students, preservice teachers learned that adopting different approaches to teaching was beneficial depending on the stage of the writing process the student was in and the particular needs of the students. Further, some preservice teachers positioned the students as the teacher and inquired into the content of the students' writing. Others did not, and avoided the content completely and focused on grammatical editing. This experience provided a space where students could engage in a place to integrate theory and practice, develop practices for teaching writing to English Language Learners, and to examine various social and cultural issues while teaching writing to non-native English speakers.

These studies all considered the ways that working with adults and families of the school community can provide important learning experiences for preservice teachers. Learning about teaching literacy was a byproduct of this work, however, preservice teachers further learned about their students', adults' and families' lives and cultural and linguistic backgrounds, and bridged their teaching from that inquiry.

Learning About Students and The Communities They Live In

Preservice teachers learn about sociocultural knowledge and students who are linguistically and culturally different from them by exploring and learning about students' communities (e.g., Cooper 2007; Wenger & Dinsmore, 2005; Wiseman, 2014) and volunteering in students' communities (e.g., Hallman, 2012; McDonald, Bowman, & Brayko, 2013; Scheffel, 2016).

Immersion experiences challenged preservice teachers' beliefs and stereotypes (e.g., Cooper 2007; Wenger & Dinsmore, 2005; Wiseman, 2014). This subarea contains three studies focusing on preservice teachers' community explorations as part of their coursework. Returning to Wenger and Dinsmore's (2005) study of the preparation of students to teach in rural schools, the most meaningful experience noted was one of community exploration. The course included a Community Cultural Exploration (CCE), an observation of a space frequented by linguistic minority students and families. The preservice teachers collected data and analyzed it as a community. Preservice teachers brought up generalizations that peers questioned and discussed, including that their ideas were based on one observation. Differences within linguistic and cultural groups were also a topic of class discussion. Researchers noted the importance of sensitive and careful debriefing with activities such as these, with the unwanted result of reaffirming preservice teachers' own biases. Though preservice teachers previously did not see diversity as a place to build curriculum, they did use the CCE experience to plan for instruction and learn about students.

Wiseman (2014) studied preservice teachers during a semester long language arts methods course which included community-based literacy experiences. Community-based literacy experiences included home visits and community exploration which affected preservice teachers' knowledge and helped them to build relationships with students. Moreover, these experiences gave preservice teachers the opportunity to know students personally. Some preservice teachers found that some students were similar to themselves, and others varied widely. The community-based experience expanded preservice teachers' idea of diversity in the classroom, and allowed them to make connections to students' lives. Similar to this study, Cooper (2007) studied 42 junior level teaching fellows who participated in six diversity activities organized to help the teaching

fellows experience diversity and examine themselves, to provide sequentially connected experiences for cultural engagement that went beyond their internship placements, and to discover community/human assets in communities (Cooper, 2007). The students explored the community their students lived in including home visits which allowed teaching fellows to personally learn more about the students they were teaching. In addition to this, community exploration provided a space for discussion. Learning about the students they teach, their students' families, and the locations of their home communities challenged the preservice teachers' beliefs and stereotypes.

Another space of preservice teacher learning about students took place in settings not related to school. Volunteering in the community was generative for preservice teachers in framing their learning through experiences with children. Hallman (2012) conducted a yearlong exploratory case study of four preservice teachers, who completed part of their field based experience in a homeless day center. This study aligned with commitment of preparing beginning teachers to teach in diverse educational contexts. Some students saw this space as a new possibility for both young children's learning, and their own learning about students. All four preservice teachers recognized their biases how these had affected their perceptions of students. Through this experience, preservice teachers extended their thinking beyond preconceived notions. Using third space theory (Bhabha, 1990) the authors considered how this community-based experience provided a "third space" that fostered the recognition of pedagogical third space and allowed teachers to question the roles teachers and students play in teaching. Similar to Hallman (2012), McDonald and colleagues (2013) explored preservice teachers work in community based organizations that take place out-of-school studying Community Based Organizations (CBO), a focused experience for a masters elementary education program. CBO's, such as after school programs and evening care spaces, offered preservice

teachers a deeper understanding of children and communities by seeing children outside of school. The preservice teachers' understanding of 'diversity' grew in complexity, as they grappled with the range of diversity within groups, noting how children enacted their language and ethnic identities individually. Preservice teachers moved away from generalizations of ethnic group membership by learning specifically about students' lives and ecologies, which helped them see culture as dynamic.

Different from the previous two studies in this subarea, Scheffel (2016) conducted an exploratory case study of a community literacy based program, Let's Read!, a volunteer program designed and implemented by teacher candidates. Findings revealed that preservice teachers believed that real-life contexts were necessary for authentic literacy instruction and that literacy was social and life-long. Additionally, preservice teachers considered moving beyond print literacy to explore the relationship between reading, writing, speaking, listening, viewing, and representing. Capitalizing on students' strengths was important to preservice teachers, as well as getting to know the students and what they brought to their own learning. Learning was a continual goal for preservice teachers, and this work was an extension of their coursework outside of the classroom, viewing learning as something that never ends.

The out of school context provided a space for preservice teachers to make connections between learning inside of schools and life. Preservice teachers learned about students' linguistic and cultural diversity (e.g., Hallman, 2012; McDonald et al., 2013) and interrogate their own understandings of literacy (Scheffel, 2016) by spending time with students outside of school and getting to know them on a more personal level.

Reflections on Preconceived Notions About Students

Another way preservice teachers learned about linguistically and culturally diverse students was by reflecting on their own preconceived notions (Cooper, 2007; Hallman, 2012; Mosley & Zoch, 2012; Wong, 2008). All of these studies had findings in other subareas, however researchers additionally focused on preservice teachers' self-interrogation of their preconceived notion about students. Cooper's (2007) previously mentioned study of forty-two teaching fellows included six activities organized to have the teaching fellows self-interrogate their privilege and challenge assumptions of students and the communities they worked in. Some activities asked students to explore their own privilege, which produced many emotions. The teaching fellows explored negative stereotypes and beliefs about communities different from their own. Their beliefs were chiefly based on media portrayals, both print and electronic, and word-of-mouth descriptions expressed in personal encounters. Additionally, preconceived notions were discussed in class around fear, stereotypes and the root of these. After engaging in these activities, teaching fellows shared discoveries about themselves, some of which dismantled long-held predispositions.

During the tutoring experience with students learning English, Wong (2008) reported preservice teachers' transformational relationships with their tutee provided a space for preservice teachers to empathize and understand the challenges that culturally diverse students encounter. Further, preservice teachers who had transcendent relationships with their students revealed deeper understandings about diversity and revelations about stereotypes previously held. Transcendent tutors recognized their role as a change agent, engaging in social action on behalf of their tutee, and recognized that as future teachers they would do the same thing, as well as engage students in the process.

In Olson and Jimenez-Silva's (2008) abridged Structured English Immersion (SEI) course mandated by Arizona Department of Education, having students recognize preconceived notions helped students see diversity as a resource rather than a problem. Preservice teachers' perceptions of English Language Learners changed from low achiever and lazy to knowledgeable other. It was the abridged version of the course that helped preservice teachers acquire content knowledge as well as interrogate their ideologies.

In a previously mentioned study of preservice teachers who volunteered in an adult English as a Second Language evening course, Mosley and Zoch (2012) found preservice teachers grew in their teaching and beliefs of students' linguistic and cultural diversity. Preservice teachers drew on ideas such as "reading the world" (Freire, 1983) and Funds of Knowledge (Moll, et al., 1992) and used texts their students brought to tutoring. The preservice teachers began to reflect on how social and political conditions and context created a space for literacy teaching and learning, which challenged their own preconceived ideas about English Language Learners and their families.

Learning About Sociocultural Knowledge While Teaching in the Field

The newest section of this review emerges from my work with Wetzel and colleagues (2019a, 2019b). Emerging from work on CITE-ITEL, our team of researchers reviewed literature examining connections that preservice teachers made as a result of experiences during their teacher preparation which focused on sociocultural knowledge and literacy. Wetzel et al. (2019b) found that preservice teachers made the following connections:

- Knowing students' interests, funds of knowledge and/or seeing them as individuals, changes/shapes literacy practices or thoughts about practices

- Looking at childhood/past educational experiences or at sociocultural histories with literacy learning helps preservice teachers develop sociocultural knowledge
- Multilingualism is a strength for literacy learning
- Teachers and students should engage in critical readings of texts
- Teachers form a pedagogical engagement/stance as a result of their learning
- Teachers understand that sociocultural knowledge are dynamic, not fixed
- Reframing deficit thinking as asset thinking has an impact on students' developing literacies
- In order to connect sociocultural knowledge and literacy teaching requires agency

Our review (Wetzel et al., 2019b) further revealed that in addition to making connections between literacy teaching and sociocultural knowledge, there were also barriers to this learning including:

- Resistance (e.g., not buying the idea)
- Struggle (e.g., not enough tools or knowledge, support and access to know what to do)
- Concerns about context (e.g., I can't… because of the school/district/policy)
- Questioning necessity or fit of sociocultural knowledge and literacy
- Deficit perceptions of students' languages and literacies/of students

These findings led us to ask specifically where connections might emerge during teacher preparation programs. Our next review of literature focused on specific course experiences that teacher educators planned and engaged in to support preservice teachers' learning about literacy teaching and sociocultural knowledge (Wetzel et al., 2019a). This review, noted at the beginning of this chapter, examined 114 studies for course experiences for preservice teachers' and their learning about sociocultural knowledge (Wetzel et al., 2019a).

Of the 114 studies, 11 studies took place during preservice teachers' experience teaching in the field (e.g., student teaching, internship); I share our findings related to these 11 studies below. Examining preservice teachers' experiences in the field provided evidence that they use this space to try out what they learn during coursework (e.g., Haddix & Price-Dennis, 2013; Kaste, 2001; Wolfe, 2010), linking the theoretical (coursework) to the practical (in classroom practice) (e.g., Cumming-Potvin, 2009; Johnson, 2012). Many preservice teachers who expressed commitments to social justice before they began their field experiences, questioned the environment and positioning of students when they arrived (Haddix & Price-Dennis, 2013; Kaste, 2001; Saunders, 2012). The school field-based environments that preservice teachers experienced often caused resistance to deficit narratives of students and further understanding of students and their abilities developed from their interactions with students (e.g., Doorn & Schumm, 2013; Johnson, 2012; Saunders, 2012). However, in some instances preservice teachers failed to explore the cultural dissonance between themselves and their students resorting to deficit thinking (e.g., Hauerwas et al., 2017).

Several of the 11 studies highlighted preservice teachers who used field experiences as a site to learn about their students and to be responsive teachers (e.g., Johnson, 2012; Saunders, 2012; Yazan, 2017). Kaste (2001) found that when preservice teachers focused and thought about being culturally responsive literacy teachers, their heightened sense of attention affected their teaching and planning. Moreover, some preservice teachers planned and taught curriculum that challenged the status quo (Haddix & Price-Dennis, 2013; Wolfe, 2010). For example, one preservice teacher taught students to read and write while also working to interrogate stereotypes (Haddix & Price-Dennis, 2013). Teaching during field experiences also provided a space for preservice teachers to engage in challenging conversations with students and construct lessons in ways that

resistant students would readily receive (Wolfe, 2010). Here, the preservice teachers shifted from a more skills driven pedagogy to literacy instruction that allowed for students' individuality (Hill, 2012). Hill noted that the connection between this transition in practice was largely due to the cooperating teacher's support.

In these 11 studies, the potential for preservice teacher learning about students and teaching based on what they learn about them is evident. Preservice teachers used the field to not only try out some of the teaching methods they learned in coursework, but to engage in critical work that challenged the status quo. To contribute additional scholarship to this body of work, I explicitly explore the preservice teachers' teaching through a lens of asset-based and humanizing theories.

Future Directions

Student teaching can be a place to demonstrate and apply knowledge learned in coursework. Field experiences are also crucial spaces for preservice teacher learning as the learning that happens inside of student teaching is often the result of reflecting on feedback from their students, their most important audience (Zeichner, 1996). However, this scholarship could be more plentiful and robust as reviews on student teaching reveal that there is a need for deeper contextual understandings of preservice teachers' experiences during student teaching to more fully understand the complexity of the student teachers' teaching, and the interactive and social nature of preservice teachers' developing practice (Clift & Brady, 2005; McIntyre et al., 1996; Risko et al., 2008; Wideen et al., 1998). Further, the small numbers of studies that take place during student teaching suggest that scholars have not deeply explored crucial spaces of preservice teachers' learning (e.g., Risko, et al. 2008; Wetzel et al., 2019a). Conducting research in

these contexts is challenging in comparison to course experiences and mentoring/tutoring experiences where teacher educators have more control of context.

My synthesis of studies revealed tensions preservice teachers experience during student teaching including the pedagogies they *want* to enact (e.g., Gray et al., 2015; Sanden, 2016) and deficit discourses of students (e.g., Ticknor, 2014; Triplett & Barksdale, 2016). Preservice teachers' documented responses to these tensions illustrate how they advocate (or don't) for what they want, how they are agentic in their teaching and curricular choices (e.g., Ticknor, 2015; Ticknor & Cavendish, 2015), and the ways they negotiate their identities (e.g., Conner-Zachocki & Dias, 2013; Ferguson & Brink, 2004). However, scholarship lacks the contextual complexity surrounding these findings to fully understand the social nature of the student teaching phenomenon.

Research has well documented the ways teacher preparation programs provide preservice teachers opportunities to learn about sociocultural knowledge and their students and to build instruction from students' strengths and skill sets (e.g., Wetzel et al., 2019a, 2019b). However, many of these experiences emerge in field- and community-based experiences connected with coursework. Preservice teachers spend at least one semester student teaching in the field with students and a knowledgeable other, a cooperating teacher; my study attempts to contextualize and examine the ways that preservice teachers learn about their students and build instruction from students' strengths during student teaching.

Chapter 3: Methodology

Drawing on multicase study design (Dyson & Genishi, 2005; Stake, 2000, 2006) and critical ethnographic research methods (Carspecken, 1996), this qualitative study explored the literacy teaching of preservice teachers over the course of student teaching and the ways preservice teachers drew on asset-based and humanizing stances of their students and the challenges they encountered. Data collection for this study took place during the final two semesters of the preservice teachers' certification program. Following my research questions, I discuss my study design, the participants, the school contexts, my positionality, data sources, and a summary of my data collection and data analysis.

RESEARCH QUESTIONS

1. What are the contexts of the student teaching classroom and how do they influence preservice teachers' asset-based and humanizing pedagogies during student teaching?
2. How do preservice teachers' pedagogical enactments exemplify asset-based and humanizing stances of students?

RESEARCH DESIGN

Stake (2006) defines multicase study as a set of cases which are similar in some way; in this study, the participants in their context are each a case (see also Dyson & Genishi, 2005). The first goal of multicase study is to use analytic tools to understand each case: "Qualitative understanding of cases requires experiencing the activity of the case as it occurs in its contexts and in its particular situation" (Stake, 2006, p. 2). Each case is important to a multicase study, as each one belongs to a collection of cases that share a common characteristic (Stake, 2006). Multicase study looks across the cases in a

cross-case analysis to make sense of a common characteristic, which in this study is preservice teachers' asset-based and humanizing stances towards students during student teaching (Stake, 2006). Looking across cases to study what is similar and different about the cases allows for analysis of the asset-based and humanizing stances they enacted towards students.

In order to understand each of the three preservice teachers as individual cases of a phenomenon within their contexts, I drew on methods associated with case study such as interviews and participant-observation (Creswell, 2007/2013). I also drew on ethnographic methods to support my understanding of the context, the classroom culture (i.e. behaviors, ideas, and beliefs) from both an emic (insider) and etic (outsider) perspective (Creswell, 2007/2013; Frank, 1999; Mertens, 2005). These methods bring forward rich descriptions and the knowledge of everyday life in classrooms (Frank, 1999) allowing me to look across participants to understand how and why each classroom might be different from the others.

ELEMENTARY CONTEXT

This study took place in three upper-elementary classrooms in two schools taught by local school district employed elementary classroom teachers (cooperating teachers) and university preservice teachers. The names of the schools and participants in this dissertation are pseudonyms. Collins Elementary and Turner Grove Elementary are located in a large school district in the southern United States.

Collins Elementary, as reported by the state educational agency for the 2015-2016 school year, had 788 students enrolled, the majority White (45%) and Hispanic (41%) with a small population identified as African American (3%), Asian (5%), and Two or More Races (6%). Thirty-one percent of the students at Collins Elementary were

identified as being economically disadvantaged. Seven percent of the students were identified as English Language Learners.

Based on state accountability measures, Collins Elementary was reported as "met standard" based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. This campus also received 6 of 7 distinction designations: ELA/Reading, Mathematics, Science, Top 25% Student Progress, Top 25% Closing Perform Gaps, and Postsecondary Readiness. Collins Elementary not only met or exceeded the standards, but exceeded the district average on the state standardized tests (STAAR) in reading, math, writing, and science.

Turner Grove Elementary, according to the same school year's data provided by the state educational agency, had 521 students enrolled. The majority of the students were identified as Hispanic (66%) with a significant population identified as White (22%) and smaller populations identified as African American (8%), Asian (2%), and Two or More Races (2%). Sixty-seven percent of the students at Turner Grove Elementary were identified as being economically disadvantaged. Twenty-five percent of the students were identified as English Language Learners.

Based on state accountability measures, Turner Grove Elementary was reported as "met standard" in state accountability ratings based on the same four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. Turner Grove Elementary students' performance on the state standardized tests (STAAR) in reading closely aligned with the scores of the district average, however in writing, math, and science, fell below the district average.

State Standardized Testing

Fourth grade classrooms across Texas are tasked with completing the annual state standardized test called The State of Texas Assessments of Academic Readiness, or STAAR (Texas Education Agency [TEA], n.d.). Fourth graders take three tests during the spring each school year: reading, math, and writing. Schools in this central Texas school district vary in preparation for the STAAR. There was a spectrum of preparation, from classroom teachers teaching STAAR practice as a genre to classrooms that were asked to engage in testing practice daily and in a variety of formats. Much of this difference arose from the previous year's STAAR scores and the urgency that the district and/or the school's administration required for improvement of test scores. Although students are not retained in fourth grade if they do not pass the test, both the school and the district are rated on their performance and must publicly report overall grade level scores. Attention is placed on student performance, which often weighs heavily on the school's administration, teachers, and most devastatingly, the students.

The three classrooms I observed were all fourth-grade classrooms, and although two classrooms were in the same school, they all handled the preparation of students for STAAR testing differently. This context is important in understanding both the pressures and choice of materials in these classroom spaces. At times, these were out of the control of the teachers and deemed mandatory by school administration.

UNIVERSITY CONTEXT

The focal participants in this multicase study were all members of the same cohort, a group of university students who completed the final three semesters of coursework together, guided by an experienced teacher called a cohort coordinator. The cohort was hybrid, focusing on English as a Second Language and literacy teaching. The

hybrid cohort focused on literacy teaching through a combination of four literacy focused courses: Reading Assessment and Development, Community Literacy, Reading Methods, and Language Arts Methods all taught by one university professor and two graduate students (myself being one of the graduate students). As an instructor for three of the courses and a participant observer in the other, I participated in selecting course readings, guiding class conversations, and working with preservice teachers to make sense of their related practicum experiences (e.g., tutoring). Because I was highly involved during coursework I knew all of the preservice teachers well, including the three participants of this study.

Literacy coursework included a focus on particular teaching methods and pedagogies including reading assessment and development, integrating literacy into all content areas, children's literature, reading and writing workshop, comprehension instruction, and strategy instruction, etc. In conjunction with these methods and pedagogies, coursework was largely focused on and worked to make sure that sociocultural knowledge was embedded as a part of the work. Coursework was meant to support preservice teachers in building on what their students know, and understanding the role of teachers to be alike to researchers--formulating questions and seeking answers (see Table 1 for detailed explanation of coursework). All three participants engaged in the four literacy classes and were often asked to plan and implement lessons related to coursework during their field placement. These details are relevant to understanding that although the preservice teachers were each assigned the same assignments, they took these assignments up in different ways using varied materials and instructional strategies and within the context of their field placement.

Literacy Course and Semester	Core Texts
Reading Assessment and Development (Spring 2017)	-*Reading, writing, and talk: Inclusive teaching strategies for diverse learners, K-2* (Souto-Manning & Martell, 2016) -*Kidwatching: Documenting Children's Literacy Development* (Owocki & Goodman, 2002) -Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms (Moll et al., 1992) -Cultural Ways of Learning: Individual Traits or Repertoires of Practice (Gutiérrez & Rogoff, 2003)
Community Literacy (Spring 2017)	-*Children, Language, and Literacy: Diverse Learners in Diverse Times* (Genishi & Dyson, 2015) -*Kidwatching: Documenting Children's Literacy Development* (Owocki & Goodman, 2002) -*Puzzling Moments, Teachable Moments: Practicing Teacher Research in Urban Classrooms* (Ballenger, 2009) -*Literacy in the Welcoming Classroom: Creating Family-School Partnerships that Support Student Learning* (Allen, 2010) -*The Dreamkeepers: Successful Teachers of African American Children* (Ladson-Billings, 1994)
Reading Methods (Fall 2017)	-*For a Better World: Reading and Writing for Social Action* (Bomer & Bomer, 2001) -*Reading with Meaning: Teaching Comprehension in the Primary Grades* (Miller, 2013) -Toward a Theory of Anti-Oppressive Education (Kumashiro, 2000)
Language Arts Methods (January/February 2018)	-*The Writing Workshop: Working Through the Hard Parts* (Ray, 2001) -*For a Better World: Reading and Writing for Social Action* (Bomer & Bomer, 2001) -*Hidden Gems: Naming and Teaching from the Brilliance in Every Student's Writings* (Bomer, 2010)

Table 1: Hybrid ESL/Literacy Cohort Field-Based Literacy Coursework

PARTICIPANTS

Based on my previous experience with these preservice teachers, I selected three focal participants using purposeful sampling (Creswell, 2016; Mertens, 2005). I selected Amber, Lucía, and Cameron based on their age, group membership in a single ESL/literacy cohort, and variability in who they were (e.g., different language backgrounds). Moreover, what makes these preservice teachers unique was their willingness to engage in reflective and critical conversations about planning for teaching and their instructional decisions during in-class discussions and through written reflections about the teaching and further their positionality. Further, these preservice teachers were interested in talking about asset-based and humanizing teaching pedagogies and how their teaching could reflect these ideas.

Amber, a white[3], 22-year-old female self-identified as a Christian. During her initial interview, she described how her Christian perspective influenced her as a teacher, seeing all her students as images of God (02/22/2018). Amber primarily spoke English, but was also conversational in Spanish. Amber, although quiet during whole class discussions during coursework, paid very close attention to the students she worked with during her course related practicum experiences. She thought about how her teaching could be based on her knowledge of the student and worked to make her planned lesson relevant to her students' interests. Amber student taught in a fourth-grade departmentalized classroom, responsible for teaching both reading and writing for two classes. Amber and her cooperating teacher Erin felt pressured by standardized testing, and though they wanted to make learning relevant to the students, they both talked about how they needed to prepare the students for the test (Amber, interview, 02/22/2018; Erin,

[3] The preservice teachers self-identified their racial/ethnic descriptors and provided demographic information.

interview, 02/22/2018). Thirteen students (31% White, 38% Hispanic, 15% African-American, and 15% Asian) consented to participate in the study from Amber and Erin's classroom.

Lucía, a Hispanic, female student taught across the hall from Amber. Lucía often talked about her family, noting how she chose not to engage in the traditional Mexican culture her family practiced. Lucía was raised Catholic, similar to myself, and often we discussed how we had grown away from our faith and asked questions of the teachings our families followed so closely. Lucía spoke both English and Spanish, though she noted that she primarily spoke Spanish with her family, remembering that at some point in her adolescence her parents would speak to her in Spanish and she responded to them in English. Lucía too was quiet during coursework, but offered insightful thinking related to her learning about students in her written practicum reflections. Though Lucía was not the most punctual with submitting her lesson plans and teaching reflections as course assignments, her teaching was always in tune with her students and met them where they were instructionally and emotionally each day. Lucía student taught in a fourth-grade, self-contained, dual-language classroom, responsible for providing instruction in all subject areas to their homeroom class. Lucía talked about how working with Elena, her cooperating teacher, had been a challenge at first having to force herself to open up, but overtime she realized Elena shared some of the same apprehension in being vulnerable and from that time they connected quickly and formed a close bond (interview, 02/16/2018). Fourteen students (50% White, 36% Hispanic, and 14% African-American) consented to participate in the study from Lucía and Elena's classroom.

Cameron identified as Latina, a Hispanic 22-year-old female from a large metropolitan area of the state. Cameron was close with her family, traveling back and forth multiple weekends to celebrate family events or visit sick family members.

Cameron talked often about her father, a retired police office, and how proud she was of his years of service. Cameron had two brothers, one who lived in her hometown and another who she roomed with in an apartment close to her university. It was not unusual to hear Cameron talk about her weekend or her personal life in class. During coursework, Cameron was a verbal participant in discussion, stating her opinions and asking questions of herself and her classmates. Cameron focused on the students she worked with during practicum experiences, even joining other preservice teachers when her student was absent or if she could lend a hand to someone who might want support. Cameron student taught in a fourth-grade, departmentalized classroom with Iris, a cooperating teaching. Iris was a visual artist and also named herself a language artist, one who make art with language. Although they used different mediums, Cameron was also an artist, having twice tried out to sing on the popular television singing competition American Idol. Both Cameron and Iris found ways to incorporate pieces of themselves into their classroom related to these characteristics. Eight students (563White, 25% Hispanic, and 12% African-American) consented to participate in the study from Cameron and Iris' classroom.

Additional selection criteria included the preservice teachers' placement classrooms as they were placed in classrooms with cooperating teachers who were learning about educational leadership and mentoring using the Coaching with CARE framework (Wetzel, Hoffman, & Maloch, 2017) in a master's program at the same university the preservice teachers attended. Coaching with CARE is a framework for reflection on teaching that moves away from an evaluative model of coaching and focuses on the response of students in classrooms for feedback and the value of apprenticeship (Wetzel et al., 2017). The Coaching with CARE model also supports and challenges cooperating teachers in their coaching and mentoring practices of preservice

teachers by engaging in reflection on mentoring and also their own practice as a classroom teacher (Wetzel et al., 2017). Because of the cooperating teachers' inclusion in this master's program I knew that part of their work would be paying particular attention to the support they provide to their preservice teachers.

RESEARCHER POSITIONALITY

My positionality as a researcher is influenced by my identities: being a cisgender, heterosexual, white woman; a doctoral candidate; a former elementary classroom teacher; and a teacher educator working for social justice. Although these and other aspects of my identity drive my interest in this topic and how I collected and interpreted the data, specific memories of my first few years of teaching emerged as I entered this study. Memories such as these remind me how critical early experiences in teaching are and how the deficit discourses present in schools influenced me.

I spent my first few years of teaching wondering if I really knew enough to teach. As an undergraduate, I participated in a preservice teacher reading cohort, specifically focused on teaching literacy to elementary aged students. However, teaching first grade to families on both ends of the socioeconomic spectrum made me feel uncertain as to how to meet the varied needs of students. I saw a difference between students who had been reading since they were four, and others who were still struggling to identify the letter sounds, it seemed clear to me that some of these students didn't receive what they "needed" to be successful. Following my team leader, I succumbed to teaching from the textbook. Instead of planning reading instruction that was tailored to the students in my class, I spent time tearing out workbook pages. It was not often that all my students could connect to the stories in the text, and I felt frustrated that only some of the students participated.

One week, I opted to do a language chart (Roser, Hoffman, Labbo, & Farest, 1992), which I had learned about in my teacher preparation program. Language charts are a class chart which record a group's thinking over time as books are read aloud in a particular unit of study. This structure changed my literacy teaching, my outlook on my students, and provided my students opportunities to engage with meaningful literature. By choosing texts that had connections to my students, their lives, and to other texts, I heard from more students. As my second year of teaching approached, we added a new team member, Diane, a seasoned teacher. Together we planned our literacy block, selecting texts for authentic purposes such as inquiry and author study. Though this new way of teaching invited more students in to participate, I still saw differences in my students' performance.

Looking back, I found a way to include more students in my instruction, but what hadn't shifted was the ways in which I saw my students, as some with less opportunity than others. It was not until many years later during my participation in The Heart of Texas Writing Project, when I explored the idea of existing literacy practices (Bomer, 2011) and Funds of Knowledge (Moll et al., 1992), that I was able to see how much my students knew, and ways in which they were able to make sense of the world before coming to school, and the wide variety of literacy practices that existed. Students' ability to translate from one language to another to speak with a doctor, knowledge to purchase groceries, understanding what signs in the community meant, telling stories, and even being able to read the facial expressions of people they knew represented knowledge students brought with them into the classroom. I had missed these significant practices in my own students.

Teachers' beliefs underpin the choices teachers make, regardless of where or whom is taught. These beliefs can further act as a catalyst or impede the beliefs that

children take up about themselves as learners (Mills & O'Keefe, 2015). I thought back to the students in my first few years of teaching and realized that all of my students came to school with a variety of skills and strategies that supported their growth and ways of being in the world. As their teacher, I positioned them as people who lacked necessary skills for success.

This vignette reveals an ideological struggle, as well as my new vision of students that developed over time growing out of my own inquiry as an elementary educator. As a researcher, this story is important. My work involves more than observing literacy teaching, although that was one part of my role. As a critical researcher, it was important that I recognized these stories and their influence (Kinchloe & McLaren, 1994) because my study addressed what preservice teachers thought of their students and how that thinking impacted their teaching of literacy.

As an educator of the preservice teachers in my study, my role is that of participant-observer in the field. As one of their instructors I offered professional readings, critical discussions, and experiences to help foster their identity as a literacy teacher. As a frequent observer in their field placement classroom, I offered myself as a resource and critical friend when students were planning for and reflecting on instruction. As a critical researcher, my position was not neutral nor separated from my values (Kinchloe & McLaren, 1994). As noted in my research proposal submitted and approved by the International Review Board and the local school district, though I was their instructor, another instructor or field supervisor evaluated all coursework and field experiences. I limited my role to instruction, not evaluation.

It is important that an ethnographer follow the appropriate rules and norms of the space (Frank, 1999; Heath & Street, 2008). During the first phase of the study, I entered the study sites, and my role inside of the field placement classroom was observer, though

from time to time I visited with students and the teachers. The nature of my role was one of a "friendly adult" (Dyson & Genishi, 2005) inside the classroom. Regardless of my intentions, from time to time I was involved with students or called upon by the teachers to engage in classroom activities, which positioned me as a teacher.

DATA COLLECTION

Case study and critical ethnographic methods guided my data collection (Carspecken, 1996; Creswell, 2007/2013; Dyson & Genishi, 2005; Mertens, 2005; Stake, 2000) and took place during the 2017-2018 school year. I generated descriptive field notes and audio and video recordings during prolonged engagement, informal conversations with preservice, cooperating teachers and students, participant observations, and formal and informal interviews (Carspecken, 1996; Creswell, 2007/2013; Dyson & Genishi, 2005; Frank, 1999; Heath & Street, 2008; Stake, 2000). I also generated data by expanding field notes. Finally, I collected classroom artifacts (e.g. Lesson plans, classroom materials, and texts). I provide more detail below about how I generated data across phases of the study.

Research Timeline

The data collection for this study consisted of three phases (see Table 2). The first phase involved entering the field and becoming familiar with the context. The second phase included gathering consent from preservice teachers and cooperating teachers and an initial examination of teaching and planning. The third phase encompassed examination of the teaching and planning enactments of three preservice teachers during student teaching. Further, at the beginning and the end of the third phase, I conducted interviews with participants.

Phase	Timeline	Focus	Data Sources
PhaseI: Entering the Field	September 2017 - October 2017 Time in the field: 3 PTs: 1x every other week; 1-2 hours each visit	1. Becoming familiar with classroom contexts	Ethnographic field notes of participant observation and informal conversations; teaching artifacts
Phase II: Critical Literature Unit and Obtaining Consent	October 2017 - November 2017 Time in the field: 3 PTs: variable, dependent on the literature unit; approximately 1 hour each visit	1. Obtaining permissions from PTs, CTs, and parent consent and student assent 2. Documenting the first experience planning and teaching	Video and audio of classroom observations of literacy teaching events; ethnographic field notes of participant observation and informal conversations; teaching artifacts
Phase III: Student Teaching	January 2018 - May 2018 Time in the field: 3x week (1 PT per week, rotating); approximately 2-3 hours each visit; 3 PTs & 3 CTs: 30-40 minute interview	1. Conducting interviews with teachers 2. Literacy planning and teaching experiences during student teaching	Semi-formal interviews; video and audio of classroom observations, literacy teaching events; ethnographic field notes; informal conversations with PTs, CTs, and students; teaching artifacts
Exiting the Field	May 2018 - June 2018 Time in the field: 3 PTs & 3 CTs: 60 minute interview	1. Conducting final interviews	Audio recording and field notes of interviews with PTs and CTs

Note: PT: Preservice Teacher, CT: Coopering Teacher

Table 2: Data Collection Timeline

Phase I: Entering the Field

In September, after obtaining research approval from both institutions, I entered the field as a teacher educator interested in thinking about how preservice teachers learned to teach reading and writing in elementary school classrooms. During this time, I familiarized myself with the participants in the classrooms, the established routines and procedures, and the ways in which the cooperating teachers and preservice teachers engaged in literacy instruction with their students. This phase involved three preservice teachers and their cooperating teachers but no students. At this point, I concerned myself with documenting the norms and rules of each classroom space and the day to day activities of the classroom (Carspecken, 1996; Frank, 1999); for example, observing SIR Reading (sustained independent reading) at Turner Grove Elementary illuminated how students selected books, found spaces around the room to read, and the unspoken norms for different students across the classes. Carspecken (1996) suggests the importance of the "monological" nature in this stage, focused on description from an outsider.

During this phase, documented through field notes how literacy events and practices developed in these classrooms, but I did not collect video and/or audio data. Preservice teachers were in their placement classrooms for the full school day Tuesday and Wednesday each week from August 2017 to November 2017. I was present in each classroom one time every other week; the length of my visits depended on the individual teacher's instructional schedule, but lasted approximately one to two hours each visit. During this time, I generated ethnographic field notes (Heath & Street, 2008) as a participant-observer in the classroom and documented teacher (both preservice and cooperating) interactions. In addition, I collected digital photographs of the classroom environment, teaching tools, and work assignments to provide additional context. I used

field notes and digital photographs to document the format and content of whole group as well as one-on-one interactions during literacy instruction.

Phase II: A Critical Literature Unit

From October to November of 2017, while each of the three focal preservice teachers taught a literature unit (an assignment for their Reading Methods course), I was a participant-observer. I worked with the teachers to inform students and parents of students in each of those classrooms about the study and to request informed consent. During this time, I generated field notes as a participant-observer in the classroom and documented teacher (both preservice and cooperating) and student interactions through the use of video and/or audio recording of the literature unit only (see Table 3 for Literature Unit Observation Schedule). If I was unable to attend the cooperating teacher or field supervisor filmed the lesson and provided the video to me. Video and audio recording were necessary to provide a more complete record of teacher-student interactions and the classroom structures and procedures for analysis purposes.

The focus of the video recording was the preservice teachers before, during, and immediately after their teaching, providing both verbal and nonverbal data for analysis. This data, in addition to field notes, provided a more in-depth picture of the preservice teacher (e.g., facial affect and directional glances) before, during and after their teaching. Audio provided both the model and the vehicle of cultural processes, the actual words the preservice teachers were saying and the messages that they conveyed (Heath & Street, 2008). Capturing their language and talk provided additional insight into what the preservice teachers' goals and in the moment teaching decisions were. I collected digital photographs of the classroom environment, the participants, and examples of student work to provide additional context.

Day	Data Collection Site	Preservice Teacher(s)	Data Collection Completed By:
10/31/2017	Collins	Cameron	Cooperating Teacher
11/01/2017	Turner Grove	Lucía/Amber (co-teaching)	Field Supervisor
11/07/2017	Collins	Cameron	Researcher
11/14/2017	Turner Grove	Lucía/Amber (co-teaching)	Researcher

Table 3: Phase II Data Collection Schedule

Phase III: Student Teaching

The third phase took place January 2018 through May 2018 and included the same three preservice teachers, cooperating teachers, and students as in previous phases. Amber and Lucía no longer co-taught, but taught in their assigned field placement classroom. During this phase, I engaged in initial semi-structured interviews with each of the three preservice teachers and their cooperating teachers, separately (protocols in Appendix A). I designed these interviews to provide background information about the teachers' philosophies of teaching literacy, as well as their understanding and beliefs of the students they teach. These interviews informed my field observations, as well as provided an additional data source to support the validity of my findings (Carspecken, 1996).

Preservice teachers were in their placement classrooms for half days during their short Language Arts course beginning January 22, 2018; they returned full time after the course had concluded on February 12, 2018. I aimed to be present in the classroom of one preservice teacher at least three days a week, rotating to another preservice teacher's classroom during the second week, and finally the third week rotating to the final classroom. I continued this pattern in cycles to ensure that I saw the preservice teachers' teaching consecutively across a week. The length of these visits and the days I observed depended on the individual teacher's instructional schedule. Some weeks were challenging because of unanticipated events (e.g., field trips, guest speakers). If this happened, I tried to visit another classroom, and occasionally observed more than one preservice teacher during the week (see Table 4 for observation schedule). Data collection methods were similar to the previous phases including generating ethnographic field notes of participant observations and informal conversations, video and audio recordings of literacy teaching, and taking digital photographs of teaching artifacts. As the preservice teachers took on a more frequent role as literacy teacher, I generated field notes as a participant-observer in the classroom and documented teacher (both preservice and cooperating) and student interactions through the use of video and audio recording. Coinciding with the elementary schools' spring break (March 12-16) and the week of STAAR testing (April 9-13) I stepped out of the field. Shortly after their return from spring break the preservice teachers began their total teach experience (taking the lead in planning and teaching). Data sources, similar to previous phases, included ethnographic field notes and video and audio recording.

Week of	Data Collection Site	Preservice Teacher(s)	Number of Observation Days
01/22/2018	Re-entry to all sites	Amber, Lucía, and Cameron	1 each
01/29/2018	Turner Grove	Amber	2
02/05/2018	Turner Grove	Lucía	3
02/12/2018	Turner Grove Collins Turner Grove	Lucía Cameron Amber	1 3 1
02/19/2018	Turner Grove	Amber	2
02/26/2018	Turner Grove	Lucía	4
03/05/2018	Collins	Cameron	3
03/19/2018	Turner Grove	Amber	3
03/26/2018	Turner Grove	Lucía	3
04/02/2018	Collins	Cameron	3
04/16/2018	Turner Grove	Amber	3
04/23/2018	Collins	Cameron	2
04/30/2018	Turner Grove	Lucía	4

Table 4: Phase III Data Collection Schedule

After I exited the field in June 2018, I engaged in a final semi-structured interview with each of the three preservice teachers and their cooperating teachers separately (see interview protocol in Appendix B). These interviews related to preservice teachers' experiences of teaching literacy over the course of the school year and their understandings and beliefs about the students in their class. Further, these interviews supported triangulation of my data, as they deepened my understanding of what I observed in the field as well as providing the participants' perspective (Carspecken, 1996; Dyson & Genishi, 2005).

Data Sources

This study sought to examine how three preservice teachers learned to teach literacy inside of their field placement, exploring preservice teachers' literacy teaching during student teaching, as well as the asset-based and humanizing stances of students they drew on in their teaching. Additionally, the data generated allowed me to explore the ways in which preservice teachers drew on asset-based and humanizing stances of their students, and how their stances shaped the preservice teachers' decisions in literacy curriculum, the text environment, instructional decisions, and building community. Additionally, it was important to address how the preservice teachers impact and are impacted by the cooperating teachers, the students, and the larger structures and Discourses of the public schooling context. Ethnographic data collection supported close engagement with multiple sources of data to triangulate emerging theories and my findings (Heath & Street, 2008). Next, I expand on my methods of data collection and data sources.

The Researcher as The Instrument

In qualitative research, the researcher serves as the primary instrument of data collection (Miles & Huberman, 1994). As a participant-observer I became fully immersed in the classrooms as a familiar face to both students and teachers (Dyson & Genishi, 2005). Regardless of my involvement as a mentor for the preservice teacher, my mere presence in the classroom instigated the observer's paradox. As an observer, I am also participant and therefore I had an effect on the interactions of the classroom (Labov, 1973). An additional note of importance, because of my involvement as an instructor for the preservice teachers' literacy coursework, I positioned myself as an additional mentor which complicated my role as a researcher.

To capture the daily interactions in the classroom, I used a variety of data sources including field notes, video and audio recordings, digital photography, and informal conversations. As the study progressed my time in the field increased. The number of hours I was in each classroom varied due to teachers' schedules.

Ethnographic Field Notes

Field notes were descriptive in nature, using low inference vocabulary (Carspecken, 1996) and focused on observations and interactions (Frank, 1999) of the preservice teachers in their placement classrooms. Field notes aimed to provide thick descriptions including, but not limited to, a running count of events in real time; small pieces of discourse in order to be able to coordinate video and audio; timestamps; identification of additional changes or out of place events; body movement/posturing; and contextual information including spatial diagrams. Using video and audio recordings, I expanded field notes and included interpretations and emerging hypotheses (Carspecken, 1996; Heath & Street, 2008).

Video and Audio Recordings

As a primary source of data, during the initial phases of data collection I focused video and audio recordings on the classroom during literacy instruction, attempting to include the entire classroom in the frame. I paired video and audio recordings using software to provide as seamless as possible a visual and auditory resource for data analysis. As data collection progressed, the focus of the video and audio recordings moved to the preservice teacher during literacy instruction. At times, I followed the preservice teachers with the camera frame as they moved to interact with students. To capture both the teachers' and the students' talk I used an additional recording device to supplement the initial audio device used to capture the teacher.

Artifacts

Artifacts from classroom visits included both teacher and student created materials. I utilized digital photography to collect student work, teacher models, and work the teachers and students completed together. Moreover, lesson plans and anecdotal notes from teachers were valuable to my analysis of how preservice teachers were learning to teach, however all three preservice teachers did not write out lesson plans unless their field supervisor conducted an observation. I collected digital photographs of teaching materials, such as anchor charts, picture books, and notebooks. In addition to this, I collected digital photographs of other artifacts that could be relevant to my research questions, such as procedural documents, and the classroom environment.

Interviews

Observations, field notes, and audio and video recordings provided much of the data for this study. As an additional data source, I used semi-structured interviews with a prepared and pointed protocol but that also allowed for additional follow up questions

based on the participants' responses (Carspecken, 1996; Creswell, 2007/2013; Mertens, 2005). Semi-structured interviews were important because they provided insight from the participants, the insiders (Frank, 1999), which informed my emerging theories, data collection, and analysis. In order to provide my participants a voice in the research, I conducted semi-structured preliminary and final interviews, waiting until after I had generated thick records of observations ensuring I had familiarity with the context (Carspecken, 1996). Interviews helped me answer my research questions and triangulate my data. I interviewed each preservice teacher and cooperating teacher at the beginning (with the exception of one cooperating teacher whose schedule never aligned) and the end of the study at a time and location that was convenient to them. I audio recorded these interviews and flexibly (Carspecken, 1996) followed the interview protocols, each taking approximately one hour to conduct.

Informal Conversations

In addition to scheduled interviews, as a participant-observer in the classroom, I interacted with the participants daily. My informal conversations became an additional source of data that helped contextualize and triangulate my data (Creswell, 2007/2013). For example, I informally talked with the preservice teachers before and/or after I observed their teaching. Informal conversations occurred spontaneously during planning time, or in between teaching events and included preservice teachers, cooperating teachers, and students who approached me to tell me about a lesson, something that stood out that day, or explained what he/she was writing about. Because I spent many hours in these classrooms I had the opportunity for many informal conversations. These conversations were not audio or video recorded; however, I wrote about these informal conversations in my field notes as they related to my research questions.

Meetings with Dissertation Chair

Meeting to reflect on my emerging theories and data collection with my dissertation chair took place intermittently at first and then routinely. These sessions provided an opportunity to troubleshoot methodological challenges as well as provided a space to dialogue about emerging and preliminary findings. My dissertation chair was a 'critical friend' and 'critical colleague' in the research process facilitating my research by coaching me in a supportive manner (Stenhouse, 1975).

DATA ANALYSIS

Data analysis was ongoing and recursive throughout the entire data collection process (Mertens, 2005). Aligned with case study and critical ethnographic methods, I aimed to develop a complex and complete description of the participants and their classroom culture (Creswell, 2007/2013; Stake 2006). Weekly, I reviewed the data, focusing on field notes and video and audio recordings (Heath & Street, 2008) producing conceptual memos which included methodological notes (noting any methodological changes), theoretical notes (including connections from the observations to theory and literature), and analytical notes (emerging themes and ideas looking across data sources) (Heath & Street, 2008). These conceptual memos included additional questions raised through reflection on field notes.

Critical ethnographic methods acknowledge issues of power, but seek to understand how the dynamics of power operate. These methods also attempt to understand ideology and action through historical, cultural, and social frameworks. For example, preservice teachers taught in their placement classrooms; however, the classroom space, the curriculum topic, their planning, and their interactions with cooperating teachers all influenced their teaching. However, the preservice teachers were

not acting in isolation in these spaces; they had experience through coursework, their personal educative experience, and in their placement classrooms. These moments of teaching do not define the preservice teachers; rather critical ethnographic methods reveal the ways in which a combination of lived experiences and systems of power together produced their teaching. Data analysis happened in three phases, below I expand on each of the phases.

Data Analysis: Phase I

My analysis began by looking across one participant, Amber's data; I defined my process through this initial analysis and then completed the process for each participant. "During work on the single case, the collection of cases remains mostly at the back of the mind," with a focus on understanding each individual case (Stake, 2006, p. 1).

Case study interprets data from multiple sources concurrently, each source contributing to my understanding of the phenomenon (Dyson & Genishi, 2005; Stake, 2000). I began by watching videos of the preservice teachers' teaching events and expanding my field notes noting possible underlying meanings and low level codes (e.g., Carspecken, 1996). I next transcribed Amber's and Erin's interviews, applying low level codes of making connections between the interview and the field notes. Then in an analytic memo I captured my thinking focused on the preservice teachers' teaching, interactions with students, and noting anything that stood out as out of the norm. The expanded field notes, interview data, and memos formed my primary record (Carspecken, 1996), a thick description of each day I was in the field including components such as speech acts and body movements, descriptive vocabulary, contextual information, and small bits of discourse.

Returning to my expanded field notes and memos, I explored my first research question: "What are the contexts of the student teaching classroom and how do they influence preservice teachers' asset-based and humanizing pedagogies during student teaching?" I began with reconstructive analysis to begin to understand the meaning and interactions recorded in the primary record (Carspecken, 1996). First, I revisited my primary record, using the following questions to guide my reading:

- What literacy events and practices take place in the placement classrooms?
- Who are the participants and what are their goals and roles?
- What tools do participants use to accomplish their goals?
- What changes happen over the course of the year?

While rereading my notes, I assigned low-level codes connected to these questions to the primary record (e.g., read aloud, minilesson, compliance, change in participation structure, troubleshooting). I considered these code "raw," often redundant and intersecting (Carspecken, 1996). Building on this inductive analysis (Miles, Huberman, & Saldaña, 2013), I considered the roles that the participants played. Looking across the data, I engaged in role analysis, writing about the preservice teachers' "patterned behaviors that consistently reference the same social identity, norms, values, and power claims" (Carspecken, 1996, p. 138) to understand the ways in which the preservice teachers were part of the classroom and tracking how their roles changed over time.

After completing the role analysis, I was able to return to my low-level codes and begin to organize them into larger themes that began to emerge from the data (e.g., building teaching off of the students, changes in literacy events, specific coaching moments with a cooperating teacher, believing in students; Carspecken, 1996; Creswell, 2007/2013). Using these larger themes, I reconstructed the literacy events and the

coaching relationship between the preservice teacher and the cooperating teacher (Carspecken, 1996).

Then, I returned to the theories of asset-based and humanizing pedagogies. Using these theories, I returned to the data yet again to create meaning fields, a range of possible explanations for the preservice teachers' decisions in teaching (Carspecken, 1996). Meaning fields helped me create a list of potential connections between the preservice teachers' observable teaching to their thinking about teaching and to theory (see Table 5 for an abridged example). Creating a meaning field required me to stay close to the immediate features of the act, which I was able to do with my primary records. Meaning fields were a useful analysis technique because they helped me become aware of what was missing and also identify my personal biases.

Observable Teaching	Potential Connections to Thinking About Teaching	Potential Connections to Asset-Based and Humanizing Theories
During state-standardized testing practice when Amber would review the answers with students, she would call on students to come up to the projector and guide the other students through their thinking.	• Amber wanted to change the participation structure • Amber wanted to check in and see who knew the right answers • Amber didn't know the answer so she wanted the students to say the correct answer • Amber was tired of talking and wanted the students to talk	• Amber believed that she was not the only person in the room with knowledge—students were knowledgeable others • Amber wanted to include student voices in the classroom—all community members' voices had something to contribute • Amber knew that testing practice was dehumanizing, asking all students to engage in one kind of assessment so she wanted to bring the students into the activity and position them as teachers

Table 5: Abridged Example of Meaning Field Analysis

At this point, I returned and completed this process with data in both Lucía and Cameron's classrooms. After I completed data analysis for each of the participants, I entered Phase II.

Data Analysis: Phase II

To address the second part of my first research question, "how do they [the contexts of the student teaching classroom] influence preservice teachers' asset-based and humanizing pedagogies during student teaching?" I returned to the meaning fields from all three participants guided by these analysis questions:

- In what ways did the literacy events and the coaching relationships provide context to understand the preservice teachers' teaching?
- How does the preservice teachers' knowledge of the students play a role in the preservice teachers' literacy teaching?
- How do the preservice teachers' experiences with students play a role in the preservice teachers' literacy teaching?
- How do the preservice teachers' teaching enactments align with asset-based and humanizing pedagogies?

I returned to my themes, drawing connections between established asset-based and humanizing pedagogies and the preservice teachers' observable teaching acts. During this time, I identified episodes of interest, related to asset-based and humanizing pedagogies, for further analysis (Carspecken, 1996). I transcribed these segments and lifted them into new analysis documents to maintain the primary record and then coded them according to the analysis questions above.

Throughout this process, I developed additional codes to describe the preservice teachers' teaching enactments and collapsed codes that were illustrating the same asset-

Asset-based and Humanizing Teaching Pedagogies	Preservice Teaching Enactments During Student Teaching
Theoretical Perspectives Enactments →	Observable Teaching
Students are knowledgeable others (e.g., Banks, 1993; Fránquiz & Salazar, 2004; Gay, 2010; Ladson-Billing, 1995)	Noticed and named students' strengths/actions/behaviors [A, L, C] Made space for students' voices [A, L, C] Encouraged multilingualism [L, C]
Relationships between educators and students are important (e.g., Bartolomé, 1994; Cammarota & Romero, 2006; Salazar, 2013)	Spent time and effort developing relationships and community [A, L, C] Shared oneself with students [L, C] Problem solved with students [L, C]
Inquiry is part of teaching (e.g. Ballenger; 2009; Freire, 1998; Moll et al., 1992)	Inquired about students [A, L, C] Inquired about teaching [A, L, C] Inquired about the self [L, C]
Teachers should be responsive to students (e.g., Huerta, 2011; Salazar & Fránquiz, 2008; Zisselsberger, 2016)	Leveraged students' lives as resources for learning [A, L] Built curriculum and found resources based on students' interests/needs [A, L, C] Differentiated instruction based on students' ways of being and learning [A, L, C]
Note [A, L, C] represents the presence of this practice in participants' teaching (e.g., [A, L, C] means Amber, Lucía, and Cameron enacted this practice)	

Table 6: Phase II Analysis Table

based or humanizing pedagogy. For example, my original code of "teaching based on experiences with students" became a broad theme including leveraging students' lives as resources for learning and building curriculum based on learned students' interests and/or needs. The final themes of this phase of analysis moved from theory, using four established asset-based and humanizing pedagogies, to the preservice teachers' observable teaching acts (see Table 6). Connected to these themes, I collapsed my previous codes for the preservice teachers' teaching.

Data Analysis: Phase III

The third phase of my analysis looked across the Amber, Lucía, and Cameron's teaching to understand the asset-based and humanizing pedagogies across the participants that exemplified asset-based and humanizing stances towards students. I engaged in a closer examination of the preservice teachers' enactments to more closely analyze these stances towards students.

Teachers' beliefs underpin the choices teachers make, and I assumed that their teaching practices and language choices were linked to their stances (Mills & O'Keefe, 2015). This process was two-fold. First, I returned to my final coding from Phase II, following these codes back into the data to contextualize and situate the preservice teachers' literacy teaching. As I engaged in this process, I kept memos of the ways in which the preservice teachers' enactments not only illustrated asset-based and humanizing pedagogies but began to illuminate the ways in which they ultimately viewed their students. Secondly, I returned to the transcribed moments identified in Phase I and analyzed them using Gee's (2004/2011) analysis tools related to situated meanings, attempting to understand the correlations between form and function of language the preservice teachers used while teaching (see Table 7 for an abridged situated meaning

Transcript Selection:

Amber: Tayana, Tayana come here. Erin and I noticed how many questions you had about like, remember you asked about the president and racism and stuff. We actually...

Tayana: I have a different question actually. Well, people say they don't know what Black people feel. Well, just imagine if, if someone, they are treated that way, they will probably feel it. But I feel like everybody should know what [Black] people go through. At least they have something in their lives, racism or something and I don't really know if like, like, why did they put Mexicans or Black, or they said they thought they were all dirty, but they weren't because they're colored? I guess, like they looked at their color instead of looking at who they were. They looked at their color, so that is kind of confusing to me.

Amber: So all of this stuff that you are thinking about, I would write about it in your notebook and ask all these questions.

Questions for situated meaning analysis:	• Amber first acknowledged Tayana's wonderings and that she and her CT had noticed. Telling Tayana they noticed, let her know that they heard her.
What is the meaning of the text in the context of the moment of teaching?	• Amber wanted to make space for Tayana's inquiry about racism and acknowledge the importance of her thinking by letting Tayana share her additional questions. Amber is uncertain what to call Tayana's thinking, several times she names her thinking as "stuff." Amber could be using stuff because she is uncertain how to name thinking related to racism.
Why now, at this moment?	• Next, Amber gives Tayana a method for recording her thinking in her notebook. In this moment, Amber could be telling Tayana to record her thinking so she doesn't forget anything. • Another option: if Tayana writes her questions down in her notebook, then the teachers do not have to directly address her questions. This is also how this conversation has happened. There is no direct acknowledgement of Tayana's questions, just their existence.

Table 7: Abridged Situated Meaning Analysis (Gee, 2004/2011)

analysis). Situated meaning is an analysis aimed at discovering the situation-specific uses of language in specific contexts of use (Gee, 2004/2011). After this two-part process, I was able to look across cases in a cross-case analysis to examine observable teaching acts and understand how the preservice teachers' teaching exemplified their asset-based and humanizing stances towards students (See Table 8).

This study sought to understand preservice teachers' literacy teaching during their culminating practicum experience in their teacher preparation program. In this chapter, I outlined my methodology including my research design, the participants, the school contexts, my positionality, my data collection process and schedule, data sources, and my data analysis process. Drawing on multicase study design (Dyson & Genishi, 2005; Stake, 2000, 2006) and critical data collection and analysis methods (Carspecken, 1996; Gee, 2004/2011), this qualitative study explored how three preservice teachers taught literacy during their student teaching semester in their placement classroom.

In the next two chapters I present findings related to preservice teachers' relationship with their cooperating teacher; the literacy events that took place in each participant's classrooms; and a close analysis of one asset-based and humanizing teaching pedagogy enacted by the participant. I then focus on my findings from the cross-case analysis of the preservice teachers' teaching to illustrate how their teaching exemplified their asset-based and humanizing stances towards students.

Asset-based and Humanizing Teaching Pedagogies	Preservice Teaching Enactments During Student Teaching	Preservice Teachers' Asset-Based and Humanizing Stances
Theoretical Perspectives →	Observable →	Theoretical
Students are knowledgeable others (e.g., Banks, 1993; Fránquiz & Salazar, 2004; Gay, 2010; Ladson-Billing, 1995)	Noticed and named students' strengths/actions/behaviors [A, L, C] Made space for students' voices [A, L, C] Encouraged multilingualism [L, C]	Students are competent learners, thinkers, and humans.
Relationships between educators and students are important (e.g., Bartolomé, 1994; Cammarota & Romero, 2006; Salazar, 2013)	Spent time and effort developing relationships and community [A, L, C] Shared oneself with students [L, C] Problem solved with students [L, C]	Relationships with students are vital to teaching.
Inquiry is part of teaching (e.g. Ballenger; 2009; Freire, 1998; Moll et al., 1992)	Inquired about students [A, L, C] Inquired about teaching [A, L, C] Inquired about the self [L, C]	Teaching requires inquiry.
Teachers should be responsive to students (e.g., Huerta, 2011; Salazar & Fránquiz, 2008; Zisselsberger, 2016)	Leveraged students' lives as resources for learning [A, L] Built curriculum and found resources based on students' interests/needs [A, L, C] Differentiated instruction based on students' ways of being and learning [A, L, C]	Students inform teaching.

Note [A, L, C] represents the presence of this practice in participants' teaching (e.g., [A, L, C] means Amber, Lucía, and Cameron enacted these practices)

Table 8: Phase III Analysis Table

Chapter 4: Findings

In this chapter, I share the findings of my analysis of the individual cases (Dyson & Genishi, 2005; Stake, 2000, 2006) of Amber, Lucía, and Cameron, drawing on qualitative and ethnographic methods of data collection during student teaching. "Each of the cases in a multicase project is a specific thing" (Stake, 2006, p. 2); therefore, I report findings related to each case including the preservice teachers' relationships with their cooperating teachers, the classrooms' current literacy events[4], and Amber, Lucía, and Cameron's asset-based and humanizing teaching enactments. A note about terminology: I use the term enactment to represent the observable teaching acts of the preservice teachers. The term pedagogy represents the broader theory and practice of education grounded in literature and educational theory (see Table 9 for additional information).

OVERVIEW

Amber, Lucía, and Cameron drew on a variety of teaching pedagogies to position themselves as teachers in the classroom, teachers learning to teach, future teachers, and as humans who come to the classroom with histories and ways of being in the world. In these classrooms, deficit-based (Valencia, 1997/2010) and asset-based perspectives (e.g., Gay, 2010; Ladson-Billings, 1995; Paris, 2012) and humanizing pedagogies (Freire, 1970/2011; Salazar, 2013) influenced the teaching of each participant. These pedagogies were evident in the language of the classroom and were drawn on by the cooperating teachers and the preservice teachers. My first research question guided my attention to relationships and literacy practices: What are the contexts of the student teaching classroom and how do they influence preservice teachers' asset-based and humanizing pedagogies during student teaching?

I organized this chapter in three sections by case, reporting on each participant's student teaching context and the asset-based and humanizing pedagogies each enacted. After a brief

[4] As defined in Chapter 2: the observable, formal and informal ways to make meaning from text for social interaction (Barton & Hamilton, 1998/2012; Heath, 1982; 1983/2007)

introduction to the focal participant, I discuss three areas of findings: the relationship established between the preservice teacher and their cooperating teacher; the literacy events that took place in each classroom; and a close analysis of one asset-based and humanizing teaching pedagogy enacted by the participant. The asset-based and humanizing pedagogies I selected were the most salient, occurring the most often in the data, for each participant (see Appendix C for occurrence of the asset-based and humanizing enactments of all three preservice teachers). Although I do not mention every example of the preservice teachers' enactments, my selection is representative of the participant.

First, I provide an analysis of the relationship between mentor and mentee, which differed across the participants. An understanding of these relationships contextualizes the preservice teachers' literacy teaching in both the second and third sections of each case, the literacy events and the enactments of each preservice teachers' asset-based and humanizing teaching pedagogies. Next, I report on my analysis of the literacy events that took place in each of these classrooms. Although across participants many of the literacy events have the same title or name, there were differences between the participation structures, the expected roles and behaviors from students (Cazden, 2001) across the classrooms. Finally, I report a closer analysis of an enactment of one salient asset-based and humanizing pedagogy for each preservice teacher to illuminate more clearly the differences between participants. Four overarching asset-based and humanizing pedagogies used by the preservice teachers included: students are knowledgeable others (e.g., Banks, 1993; Fránquiz & Salazar, 2004; Gay, 2010; Ladson-Billing, 1995); relationships between educators and students are important (e.g., Bartolomé, 1994; Cammarota & Romero, 2006; Salazar, 2013); inquiry is part of teaching (e.g. Ballenger; 2009; Freire, 1998; Moll et al., 1992); and teaching should be responsive to students (e.g., Huerta, 2011; Salazar & Fránquiz, 2008; Zisselsberger, 2016). Although each of the three preservice teachers enacted these pedagogies, their enactment differed by participant. For example, the asset-based and humanizing teaching pedagogy of students are knowledgeable others included three observable enactments: noticing and naming, making space for students' voices, and encouraging

multilingualism, however I did not observe Amber, Lucía, and Cameron use all three teaching enactments (see Table 9). In Chapter 5, I will report findings from my cross-case analysis, reporting findings related to the preservice teachers' asset-based and humanizing stances towards students.

Asset-based and Humanizing Teaching Pedagogies	Preservice Teaching Enactments During Student Teaching
Theoretical Perspectives	→ Observable Teaching Enactments
Students are knowledgeable others (e.g., Banks, 1993; Fránquiz & Salazar, 2004; Gay, 2010; Ladson-Billing, 1995)	Noticed and named students' strengths/actions/behaviors [A, L, C]
	Made space for students' voices [A, L, C]
	Encouraged multilingualism [L, C]
Relationships between educators and students are important (e.g., Bartolomé, 1994; Cammarota & Romero, 2006; Salazar, 2013)	Spent time and effort developing relationships and community [A, L, C]
	Shared oneself with students [L, C]
	Problem solved with students [L, C]
Inquiry is part of teaching (e.g., Ballenger; 2009; Freire, 1998; Moll et al., 1992)	Inquired about students [A, L, C]
	Inquired about teaching [A, L, C]
	Inquired about the self [L, C]
Teachers should be responsive to students (e.g., Huerta, 2011; Salazar & Fránquiz, 2008; Zisselsberger, 2016)	Leveraged students' lives as resources for learning [A, L]
	Built curriculum and found resources based on students' interests/needs [A, L, C]
	Differentiated instruction based on students' ways of being and learning [A, L, C]
Note [A, L, C] represents the presence of this enactment in participants' teaching (e.g., [A, L, C] means Amber, Lucía, and Cameron used this enactment)	

Table 9: Participants' Observable Teaching Enactments of Asset-Based and Humanizing Pedagogies

AMBER

Introduction to Amber

As students entered Amber and Erin's fourth grade classroom each day they hustled to unpack their backpacks, get organized, and find a seat at one of the flexible seating options in the room, which included tables of varying heights and many seating options (e.g., stools, bean bag chairs, large exercise balls) (see Figure 2). The walls and bulletin boards were covered with locally made charts to support students in their work, to help them remember steps of the writing process, and to aesthetically make students feel at home. It was clear the teachers took time to make sure everything matched, flowed for students, and had a purpose. For example, four turn-in baskets for students' work were each labeled with a prompt for students to consider where to place their paper based on how the felt about completing the work.

Figure 2: Amber and Erin's Classroom Environment

At the center of this self-contained, language arts classroom sat a large library. The perimeter of this large carpeted area contained book baskets with varying titles and series, a multitude of genres, and more books than any fourth-grade class could read in a year. The library was a central meeting space, where students read independently, participated in whole group lessons, read shared class novels, and engaged in whole group discussions.

Amber and Erin's classroom centered task completion, a to-do list was often posted in a PowerPoint slide as a list of "Things to Do" (e.g., field notes, 01/29/2018). At no time did I see

students instigate changes to the schedule or routine unless an assignment took longer than the teacher anticipated. Amber and Erin asked students to comply what they were *supposed* to do: complete tasks, stop talking (hushing), put materials away that weren't needed, and to physically move themselves from one place to another. Amber struggled with getting students to comply and would often have to stop the class and "reset" or ask the students to sit at their seats instead of the carpet (e.g., writing minilesson, 03/19/2018). In the middle of writing conferences, sitting one-on-one with a student at her table, Amber would disengage with the student she was working with and from across the room ask students to comply (e.g., "you should be writing," "please sit down") (e.g., writing, 02/21/2018). In the next two sections, I report the mentoring relationship between Amber and Erin, and secondly, the literacy events of Amber and Erin's class in addition to interpreting how these events shifted when Amber began to take the lead in planning.

Amber and Erin

During an interview, Amber talked about how the mentoring relationship with Erin changed over the year she was in the classroom (06/13/2018). At first, a lot of her learning took place through observation, watching Erin closely and being by her side after Erin taught her about shadowing (Amber, interview, 06/13/2018). Shadowing, a coaching and mentoring practice in which Erin would have Amber follow her around like her shadow (Wetzel et al., 2017), physically positioned Amber as a teacher at the front of the room providing her with Erin's perspective on the classroom.

> I think it helped just to see because she wanted to me to see what she saw. But I think it got me more like in front of the room a lot and feeling more comfortable at, in that kind of like next to her as a teacher. (interview, 06/13/2018)

Another practice that I observed many times throughout my time in Amber and Erin's classroom was huddling. Similar to what you might see football players do to review what play is going to take place next, Amber and Erin would huddle (Soslau, Kotch-Jester, Scantlebury, & Gleason, 2018; Tobin, Zurbano, Ford, & Carambo, 2003) and discuss in the moment decisions or ideas to implement after the huddle (see Figure 3; e.g., field notes, 01/29/2018).

Figure 3: Amber and Erin in a Huddle

As time passed, Amber explained how this progression came to support her teaching, "At the beginning it started out with like we would talk about it [the lesson] the day before so I can prepare and of course not be overwhelmed," but later "sometimes she would just be like, just kinda throw me in and be like, you want to teach this now?" (interview, 06/13/2018). Amber said, "After I had observed her typical routines and the way she teaches, I kind of just took that and did it exactly how she did it." A release of responsibility during a mentor and mentee's work together reflected the Coaching with CARE model of coaching (Wetzel et al., 2017).

Amber noted that she grew in her practice of reflecting on teaching because of Erin (interview, 06/13/2018). At first, Amber said she "tried to ask a lot of questions" and then she specifically named the coaching cycles where Amber and Erin reflected together on videos as "really big moments when I thought about reflecting" (interview, 06/13/2018). She described how Erin's coaching supported her in focusing on students' response to her teaching rather than herself:

> We kind of reflected together and she would ask me questions and it'd make me think about things I hadn't thought about before, like really noticing. Like she asked me questions about noticing things from the students. I think at first I noticed that I was so focused on myself and what I was doing that I wasn't even thinking about how they [the students] were responding and then I was like, oh, so I would notice the students and, and especially being, once I got more comfortable with teaching, like I was less focused on what I was saying and more focused on or like how I was saying it, I don't know, just more focused on them I guess. (interview, 06/13/2018)

Amber described that this shift would impact her future teaching, "I think just like taking a moment after everything I teach and just thinking about it for a second, especially since I'll be teaching two blocks of science and social studies, I can make the changes um, immediately after" (interview, 06/13/2018).

Amber also talked about Erin's support in planning and curriculum throughout Amber's teaching (06/13/2018). When transitioning into taking the lead in planning:

> [Erin] let me have a lot of creativity with when I planned in my own lessons with like what I wanted to teach and how I wanted to teach it and always telling me I could do something different than what she did. (interview, 06/13/2018)

In another instance, Erin and Amber needed to identify students who needed intervention for the state standardized tests (interview, 06/13/2018). Using practice test student data, Amber and Erin took all results and noted which students "needed intervention" in what Texas Essential Knowledge and Skills[5] ([TEKS]; interview, 06/13/2018). It was through this process that Erin guided Amber to look across the TEKS they needed to teach and then organize them so one skill built onto the next. Amber understood this experience as making Erin's process for using data to plan instruction visible and ultimately helpful for her planning for total teach (interview, 06/13/2018).

Literacy Events

Literacy events in this classroom were routine in both their daily occurrence and their participation structure. A title for each literacy event was posted on the board next to a daily schedule (field notes, 01/26/2018). When Amber began to take the lead in the teaching, the titles of the literacy events remained the same, however Amber shifted many of the events' participation structures.

[5] The Texas Essential Knowledge and Skills or TEKS are the state standards for Texas public schools from kindergarten to year 12 (TEA, 2019)

Standardized Test Preparation

Each day began with some sort of preparation for the reading and writing standardized tests (e.g., test preparation, 02/16/2018, 02/23/2018), the two exams associated with the content of this language arts classroom. A large part of the weekly instructional time in this classroom focused on preparing students to take and pass the STAAR test. Practice activities like reading passages and a five minute TEKS drill were structured like the tests: essays and multiple choice questions about reading comprehension, students' inferential skills, revising and editing, and finally, writing a composition. At least one day a week, students completed an independent assessment related to standardized tests (e.g., field notes, 01/30/2018).

Novel Study

In my time at Turner Grove, I saw both Amber and Lucía's classroom read *A Wrinkle in Time* (L'Engle, 1962/2007), *The Hero Two Doors Down* (Robinson, 2016), and *The One and Only Ivan* (Applegate, 2012). Prior to the school year starting the fourth-grade team selected novels to read, some being novels they read for several years and others like *The One and Only Ivan*, Erin had suggested as a new addition because some of her students the previous year had really liked it (interview, 06/13/2018). The first book I saw Amber's class read was *A Wrinkle in Time*. During my observations (e.g., novel study, 01/29/2018) Amber or Erin played an audio recording of the chapter over a speaker. The students each had a copy of the book in their hands (either the novel or a graphic novel adaptation) and followed along with the recording. The chapters were read straight through without stopping (e.g., novel study, 01/30/2018). The teachers during this time would prepare for the next lesson, make copies, or work on small tasks at their desks (e.g., field notes 01/29/2018). The next novel, *The Hero Two Doors Down*, was read in a similar fashion except there were days I observed students read chapters independently (e.g., field notes, 02/16/2018, 02/23/2018).

Figure 4: Amber Reading a Novel Aloud to Students

During total teach, Amber read *The One and Only Ivan* with students. The students each had a copy of the novel and sat on the carpet with Amber (see Figure 4) and she read the novel aloud. Though I did not observe this, during Amber's interview she reported that she integrated a new structure of having the students read portions of the book aloud to the class by "popcorn reading" (interview, 06/13/2018). Although Amber had reservations, she talked about the impact on her students, "Some of the girls who are in the afternoon class who were not like not strong readers, like that was like a boost of confidence for them" (interview, 06/13/2018). Amber explained the students had asked for the opportunity to read aloud to the class and so she decided to give it a try, "That was a cool thing because they asked me for that, if they could because I would always read the novel and they asked for an opportunity to, and so we kind of made that space for them" (interview, 06/13/2018).

Reading Journals

Associated with each novel there were daily assignments in students' reading journals. When students started the novel, they received several pages about the novel (i.e., title, author, theme, point of view, and a space for a summary of the book) and each main character (i.e., draw an illustration of the character, space to explore the character's relationships, changes, and motivations) to glue into their reading journals. After they finished each chapter, students were given a half sheet that included vocabulary work (i.e., providing context around the word;

finding its definition; and identifying roots and affixes, synonyms, and antonyms) and a reflection question relating to the chapter. For example, "What happened to the male elephant at the circus? Have you ever heard of anything like this? Do you think this is fair?" (artifact, 03/19/2018; novel study, 03/19/2018). Students were required to complete this work after a chapter concluded and then have a teacher check for completion.

When Amber began planning and teaching around the class novels, she and Lucía worked together to create the daily journal pages. Amber taught about the vocabulary word of the day either pre-teaching the vocabulary word (novel study, 03/22/2018) or after the chapter concluded discussing the word with the whole class (novel study, 03/19/2018). This was a shift in participation structure from what I had previously observed in the classroom. Previous to Amber taking the lead in this event, Erin would read through the journal page and then guide students to work independently or in partners to complete the work (e.g., field notes, 01/30/2018).

Independent Reading

Independent reading had two forms in this classroom. One was called SIR reading, or sustained, independent reading. Erin taught a minilesson[6] about SIR reading at the beginning of the year (field notes, Fall 2017) about how to choose a book from their library and the difference between "fake" reading and "real" reading. I was not in the classroom as much during the fall, but it was rare to see the students reading self-selected texts during the spring semester (e.g., field notes, 03/22/2018; Amber, interview, 06/13/2018). The few times I did observe SIR reading, it was after other assigned tasks were completed (e.g., digital reading assignments, journal entries).

The second form of independent reading was called Blend, about a 30 minute block of their reading time, which included a variety of online reading programs for students to do after other assigned tasks were complete (field notes, 01/26/2018, 02/16/2018, 03/22/2018; interview,

[6] Traditionally, a minilesson is a very focused lesson that students need for their work, the teachers give the context about why they chose the lesson, and at times either model the strategy for students or share the strategy in a published book (Bomer, 2011).

06/13/2018). Students used myON or Renaissance myON® Reader, "a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books. Titles are dynamically matched to each individual student's interests, grade and Lexile® reading level" (Renaissance Learning Inc., 2019). Achieve3000 was another program that provided nonfiction reading and writing assignments to students, similar to myON in that it used students' Lexile reading level to "deliver daily differentiated instruction for nonfiction reading and writing that are precisely tailored to each student" (Achieve3000, 2017). Each of these programs collected data on students and was able to personalize instruction based on assessments the online programs provided (interview, 06/13/2018). Some of the programs provided the teacher control as to what students were able to read and also to add on additional readings (Amber, interview, 06/13/2018). Erin assigned specific things for students right before state standardized testing if they needed additional work in an area and also assignment aligned with English Language Learners' goals (Amber, interview, 06/13/2018). Amber noted she never saw the data the programs provided (Amber, interview, 06/13/2018). Students continued to have Blend time each day throughout Amber's total teach with no shift in participation structure. Amber noted that during the spring, "there wasn't a lot of just like sitting on the carpet and reading a book and probably because that time was maybe on the computer for that reading time" (interview, 06/13/2018).

Writing Minilessons

When Amber took the lead in writing instruction she would teach daily minilessons, brief whole class meetings which included a brief and specific lesson lasting approximately 5 to 15 minutes to support students in their writing (Calkins, 1986; e.g., minilesson, 03/21/2018). Minilessons included topics like reading a mentor text and thinking about where the author might have generated their ideas from (minilesson, 03/22/2018). Other minilesson ideas came from themes in her conferring conversations with students for example when students were having trouble building one idea into an entire essay (Amber, interview, 06/13/2018). Prior to Amber

taking the lead in teaching, I observed one minilesson taught by Erin related to a nonfiction writing piece students were to complete for an English Language Proficiency Assessment (e.g., minilesson, 02/23/2018).

Independent Writing

In Amber and Erin's classroom, independent writing took place almost every day. During Amber's planned writing instruction, she engaged the students in a daily writing time bringing the idea of process-oriented writing into the classroom through the use of a writer's notebook (e.g., field notes, 03/19/2018). This was less an agentic move, but rather influenced by her Language Arts Methods course, as teaching a writing unit was a requirement and writer's workshop was the teaching model relied on during the course (interview, 06/13/2018). Amber took up this new practice in a variety of ways. For example, Amber began a unit on starting a writer's notebook as a space to collect their ideas and thoughts, often saying to students they could write about any topic and calling the time "free write" (e.g., minilesson, 03/19/2018).

Conferring

Although writing was an independent activity, I saw both Amber and Erin confer with students all year. Before Amber took the lead, writing conferences took place either in the planning stages or the final revising and editing stages of the students' writing, which allowed Amber to see only an outline at the beginning and the students' final copies (Amber, interview, 06/13/2018; writing, 01/29/2018). For instance, during my first week of observations, students were working on completing an essay about travel and Amber and Erin conferred with students to support their movement towards producing their final copy (conferring, 01/29/2018).

When Amber began to take the lead in planning writing, she engaged in daily conferring with students in which she would visit students at their seats or invite students to come and sit with her and talk about their writing (see Figure 5). Amber noted that her favorite time during student teaching was during writing conferences that happened during the writing process:

> I really got to listen to them [the students] think out loud and it made me realize how much they were thinking about, what we had been talking about, maybe from a minilesson or a picture, but they were actually considering it even if it didn't show up in their writing at the end. (interview, 06/13/2018)

Conferring was a window for Amber to access her students' thinking and writing processes. In the following sections, I share an overview of how Amber enacted one asset-based and humanizing teaching perspective during student teaching.

Figure 5: Amber Conferring With Students

Asset-Based and Humanizing Teaching Pedagogies Enacted: Positioning Students as Knowledgeable Others

Through a close examination of Amber's teaching, I found that Amber enacted a variety of pedagogical moves that positioned students as knowledgeable, built community between herself and students, used an inquirer's stance to approach teaching, and centered student experiences. Next, I share illustrative examples of one salient asset-based and humanizing teaching perspective, positioning students as knowledgeable others.

Two ways that Amber positioned students as knowledgeable was by noticing and naming students' strengths, actions, and behaviors; and opening space for students' voices while she was teaching. Amber most often noticed and named something the students were doing as writers during writing conferences (e.g., 02/23/2018; 03/22/2018). Finding hidden gems (Bomer, 2010) was a core idea in Amber's Language Arts Methods course. Amber also positioned students as

knowledgeable others when she made space for students' voices during her teaching during a variety of literacy events including test preparation (e.g., 03/19/2018), writing conferences (e.g., 02/23/2018), and conversations about race and culture (e.g., Amber, interview, 06/13/2018; literature unit, Fall 2017).

Noticing and Naming Student Strengths

Amber noticed and named students' strengths most often during writing block. Amber often expressed being proud of students' efforts, thoughts, and work through her talk (e.g., 02/23/2018; 03/22/2018). For example, Amber talked to Erin about the ways a student's writing impressed her (writing, 02/23/18). Also, when she met with students during writing conferences, she said things like "Wow!" or "I really like how…" and named something the students were doing as writers (e.g., 02/23/2018; 03/22/2018). During student teaching, Amber would sit down next to the students to confer with the student's writing between them continuously making eye contact (e.g., writing conference, 01/29/2018). Through Amber's dedication to this daily practice, it was evident that noticing and naming what the students were doing as writers was something that she took seriously and valued.

Another way that Amber noticed and named students' strengths was to occasionally select students to read their writing or she herself would read a student's writing to the class. When she engaged in this practice there was always a purpose—celebrating a publication (writing minilesson, 03/19/2018) or using a student's writing as a mentor text for other students (writing minilesson, 02/21/2018). An illustrative example of this took place during a writing minilesson when she told the students she was going to read a student's essay from the other block of students, and she wanted the students to think about why she liked this essay so much (writing minilesson, 02/21/2018). She was asking students to name the gems in the writing they were going to hear—a practice she herself engaged in daily. Several students were able to name aspects of the writing that they thought she liked, "[the writing was] easy for the reader to know what they're [the writer is] talking about; he [the writer] used dialogue--which makes it more

interesting" (writing minilesson, 02/21/2018). After the students named the gems in the student's writing, Amber told the students they would be working on their drafts. Amber turned toward a list of the gems the students named, suggesting that they "consider one of these things today while you are writing" (02/21/2018). Noticing and naming students' gems identified what students were already doing as writers, supporting their current practices and their identities as writers.

Making Space for Students' Voices

In addition to noticing and naming students' strengths, Amber also encouraged students' voices in the classroom by drawing on the knowledge students brought to her teaching and learning. While teaching a literature unit assigned through her Reading Methods course, Amber actively relied on the students' participation. She created her own text set and designed a critical literature unit to be taught inside their field placement classroom. Amber and Lucía, teaching in fourth grade classrooms across the hall from each other, co-planned and co-taught a literature unit examining identity and the meaning of names in Native American culture. Amber and Lucía embedded their literature unit within a larger project-based learning unit, Native American life in 17th and 18th century Texas, hoping to build off of students' prior knowledge and learning (informal conversation, Spring 2018).

Amber recounted the way that the literature unit opened spaces for students to contribute to important conversations that continued throughout her time in the classroom:

> I think the literature unit helped start that [giving students a voice and space to talk] because we ended up talking a lot about like racism and discrimination from there and then that became kind of a theme with our other books. Those were things that they [the students] instantly recognized, so there were definitely personal connections people [students] made. (06/13/18)

The texts in the literature unit that Amber and Lucía chose (*Thunder Boy, Jr.* [Alexie, 2016], *Cheyenne Again* [read over two days; Bunting, 1995], and *Shi-shi-etko* [Campbell, 2005]) provided a space for students to consider the importance of a name to someone's identity, as well

as the importance of names in Native American culture. Further, Amber noted that students had personal connections to these stories.

Additionally, during her internship Amber and Erin's class read other titles that brought up conversations about racism and/or injustice (e.g., *Henry's Freedom Box* [Levine, 2007], *In the Footsteps of Crazy Horse* [Marshall, 2015], *The Hero Two Doors Down* [Robinson, 2016], *The One and Only Ivan* [Applegate, 2012]). During conversations about race and culture, Amber often looked to students who spoke up about injustice, even calling some students experts:

> ...then some like of course, Kai is like an expert on...he just knows a lot and he was able to teach other students about that because they had never heard, they weren't, they aren't exposed to that at home. Then obviously, some students have personal experience and they were able to briefly explain it in maybe their own way. (interview, 06/13/2018)

Amber purposefully made space for students' voices during conversations about racism and discrimination for several reasons. During these conversations, Amber doubted her experience and questioned her positionality. She said "I don't have personal experience with racism and so I try to be really careful about what I say about it" and "my mind is usually running like, 'Okay, we're talking about this, this is good but it's a little uncomfortable'" (interview, 06/13/18). Because of those feelings, Amber decided to draw on students' knowledge instead of her own.

There were other topics where Amber chose to elevate students' voices including reviewing answers as a whole class during test preparation (interview, 06/13/18; test preparation, 02/21/2018) and animal cruelty and animal rights (interview, 06/13/18). However, the example I have used to illustrate this sub-theme related to race or culture because instead of engaging in the conversation or dialogue Amber let the students take the lead. Her silence represented her self-doubt, but also a willingness to try and open space for conversations around racism and discrimination. In many ways, Amber made time and space for students to have these conversations which is important, however sometimes asset-based teaching pedagogies during important conversations such as these is not enough. Because Amber chose to not engage in conversations that were challenging, moments where Amber could have extended students' (or

her own) thinking often passed by leaving deficit discourses unquestioned and unanswered (e.g., reading journals, 03/19/2018; writing, 02/23/2018).

Summary

Amber appreciated and respected all her students--she listened to them, thought about what they said, and tried to make her teaching as relevant to her students as possible. My observations revealed Amber and Erin's coaching relationship centered around in the moment discussions, specifically using huddling to address questions or puzzling moments, or behaviors or events that didn't align with her expectations or left her feeling confused (Ballenger, 2009). Amber enacted asset-based and humanizing pedagogies across her student teaching, and one of the most salient ways she did this was through noticing and naming students' strengths during writing conferences and making space for students' voices. Next, I report on Lucia, who taught across the hall, in another fourth-grade classroom.

LUCÍA

Introduction to Lucia

Lucía and Elena's dual-language, self-contained, fourth grade classroom included 19 students and two teachers with extensive linguistic repertoires of practice, or ways of engaging in language use "stemming from observing and otherwise participating in cultural practices" (Rogoff & Gutierrez, 2003, p. 22). This classroom's walls included texts in English and/or Spanish (photographs, 02/07/2018; 02/26/2018). Being a dual-language classroom, the students and teachers spoke both languages. The two-way dual-language model within this school district provided both Native Spanish learners the opportunity to continue to develop the English language as well as Native English learners the opportunity to learn and continue to develop the Spanish language. Dual-language classrooms foster bilingualism and biliteracy in all learners, spending an equal amount of time in two languages (Torres-Guzmán, Abbate, Brisk, & Minaya-Rowe, 2002), and although this ratio was not the case in this classroom, Elena and Lucía utilized

and valued both languages (Lucía, interview, 06/15/2018). Palmer, Martínez, Mateus, and Henderson (2014) argue that strategies of "(a) modeling dynamic bilingual language practices, (b) positioning students as bilingual (even before they are), and (c) celebrating and drawing attention to language crossing" support using students' bilingual language practices as resources for teaching. I viewed these language practices in Lucía and Elena's classroom[7].

In addition to being dual-language, this class was self-contained, providing instruction in all subject areas. I saw both English and Spanish used for instruction in all subject areas (e.g., field notes, 2/26/2018, 04/30/2018). At times the teachers integrated subject areas, for example Social Studies and "Lectura" [Reading] during a study on Native American life in early Texas. Lucía and Elena had a variety of areas in the classroom set up for students to refer to including bulletin boards titled, Writing, "Lectura" [Reading], "Ciencias" [Science], and Math (see Figure 6).

Figure 6: Lucía and Elena's Classroom Text Environment

At times students' tables were in a large U, other times in groups, but always included a configuration in which students could look to each other for support (e.g., field notes, 02/12/2018, 03/01/2018). Students were free to ask questions during instruction and work together by choice (e.g., grammar practice, 03/26/2018). Teachers asked students to pair up to turn and talk (e.g., science, 05/02/2018) or work through assignments together (e.g., grammar

[7] As a Native English speaker with a conversational skill in Spanish, there were multiple occasions where I did not understand the nuances of Spanish used in the classroom.

practice, 03/29/2018; writing minilesson, 03/01/2018). Students worked independently as well, completing online reading programs, daily journal entries, or reading reflections (e.g., reading journal, 02/07/2018; test practice, 02/28/2018). Although this work was independent, teachers did not expect silence, rather they encouraged the students to communicate with their peers.

Lucía and Elena built and sustained a community in the classroom. Elena was a Tribes Learning Communities Teacher and used many TRIBES strategies (Elena, informal conversation, Fall 2018). Tribes Learning Communities aim to create a positive environment where students feel included and appreciated by their peers and teachers, respected for their differences, actively involved in their own learning, and have positive expectations of themselves and others (Gibbs, 2006). As a Tribes Trainer myself, I saw the influence of Tribes across Elena's teaching and classroom management style through her daily interactions with students and in her teaching. Lucía also participated and eventually led community meetings (e.g., 02/05/2018), problem solving sessions (e.g., community meeting, 02/26/2018), and incorporated community work during instruction (e.g., grammar practice, 03/01/2018).

Lucía and Elena

The relationship that developed between Lucía and Elena was both personal and academic. In both their interviews at the end of the study they talked about how they were similar to each other, shy and inquisitive, and had similar goals in mind for the students (Elena, interview, 06/16/2018; Lucía, interview, 06/15/2018).

Lucía described Elena's mentoring as making her feel comfortable and included in the classroom (Lucía, interview, 06/15/2018), explaining the way that Elena mentored her, preparing her for observations and co-teaching:

> Whenever she'd teach something she would tell me, like certain things that she does and so when I went to watch her teaching I'd pay more attention to it and then maybe I'd use it the next time I started teaching. It just, it helped a lot. (interview, 06/15/2018)

Purposeful observations, an observation with a pre- and post-conference, help preservice teachers understand exactly what their cooperating teachers think going into teaching, was part

of the Coaching with CARE model of coaching (Wetzel et al., 2017). Elena was “open,” “made everything so much smoother” and “gave me a chance to do things” (Lucía, interview, 06/15/2018). Lucía described her and Elena’s teaching style as a “tag team”:

> She would always try and kind of like ask me like, "Oh hey, maybe you could do this or would you like to help me with this?" So small little things like that. So like I guess pushing a lot on my shyness because she's, she's also very shy and quiet, so I know like it, it's something for her to also like get me to try out things on my own slowly too. (interview, 06/25/2018)

Lucía described how Elena invited her into teaching as something they would do together side by side. Lucía talked about how she and Elena worked through their shyness, Lucía taking a risk entering teaching and Elena inviting Lucía into her teaching.

Elena opened her classroom to Lucía’s ideas (Elena, interview, 06/16/2018; Lucía, interview, 06/15/2018). Lucía recalled how Elena invited her to try anything she wanted:

> She was like, next year, you know, you're not going to have me there or someone who you could test things out and support you. If you want to do something right here, just let me know how I can help. And so that made me feel a lot better too because if I messed up it's okay. She made me feel like it was okay to mess up because I had her support. (interview, 06/15/2018)

Their relationship allowed for Lucía’s vulnerability and uncertainties to be supported and coached through (Elena, interview, 06/16/2018; Lucía, interview, 06/15/2018).

Lucía and Elena planned to co-teach, sharing the responsibilities of the lead teacher (Wetzel et al., 2017; Lucía, interview, 06/15/2018; see Figure 7) and as time progressed they fell into a less planned pattern of interacting with one another while they were teaching. Lucía explained they would do discussions with the students together and then when she started teaching Elena would tell her she would try not to “butt in,” but Lucía welcomed Elena’s voice (interview, 06/15/2018). There were many occasions where I saw Elena enter Lucía’s teaching (e.g., field notes, 03/01/2018, 05/02/2018) and because this became their pattern of interaction Lucía felt comfortable, “...that helped a lot with the tag team thing because then sometimes she'd be teaching about something and then I'd think about something that she might have forgotten and I could, I felt fine saying it” (Lucia, interview, 06/15/2018).

Figure 7: Lucía and Elena Co-Teaching During Writing Conferences

The relationship also helped support Lucía's development of teaching in Spanish, a language she only used to speak to family:

> I put my guard down and eventually I was able to transition to it [teaching] very naturally, especially with Spanish you know...that was a brand-new transition to also like speaking Spanish with her [Elena] every day and like the children whenever you--opened everything up more because it made me become more vulnerable. I'm fluent, I can speak it and everything, but it was just like, it's different speaking with someone that isn't your family I guess. (Lucía, interview, 06/15/2018)

Lucía acknowledged she was fluent in Spanish, however the difference in teaching in Spanish lay in speaking with others outside her family. Lucía described the way she let go of her insecurities:

> It just felt strange, but then eventually I had to like let go of all that too because she [Elena] constantly made me try out the Spanish thing. She's like, you're in dual-language, you're going to have to do both, practice it. I'm so glad that she made me feel comfortable enough to do it. I felt like I kind of agree with them [the students] in that sense because they were really shy about it too, but they know more than they think. (interview, 06/15/2018)

Using more Spanish while teaching made Lucía feel less nervous and actually caused her to push the students more (Lucía, interview, 06/15/2018). By putting herself in a situation where she was uncomfortable, Lucía was able to align her thinking with how she speculated the students might have felt, "I kind of agree with them," understanding their shyness and acknowledging "they

know more than they think." Teaching in Spanish helped Lucía realize she knew more than she thought too (Lucía, interview, 06/15/2018).

Literacy Events

Literacy events in Lucía and Elena's classroom were routine in both their daily occurrence and their participation structure. When Lucía took the lead in teaching the literacy events, their participation structure remained the same whether Lucía or Elena planned a lesson.

Community Meeting

Most days began with the students and teacher gathered around the carpet for a community meeting. Each meeting, lasting about 20 minutes, began with the teacher and students greeting each other (e.g., community meeting, 03/28/2018). Community meetings provided opportunities for members of the classroom to come together for a variety of reasons including community building (e.g., 02/05/2018, 02/26/2018; see Figure 8) and informal conversations about goals for the day (e.g., community meeting, 02/28/2018, 03/28/2018). Other times community meetings were more structured such as read aloud (e.g., community meeting, 02/08/2018), students reading their published writing (Lucía, interview, 06/15/2018), or conversations about behavior and unexpected events that would be taking place (e.g., community meeting, 03/26/2018). At the conclusion of each meeting, the teacher and students told each other to have a good day and concluded with a handshake, or a similar movement. The community meetings I observed were in English except for times when I saw Lucia speak to specific students in Spanish, (e.g., community meeting, 02/26/2018). I interpreted community meeting as a literacy event because it was a space where "participants' interactions and interpretive processes" were at work to make sense of the members of the community through both written and oral forms of language (Heath, 1982).

Figure 8: Students Working Through a Game During Community Meeting

State Standardized Test Preparation

Lucía and Elena dedicated time each week to prepare for state standardized tests. Similar to Amber and Erin, who taught across the hall, this class used reading passages and 5-Minute TEKS for practice that were structured like the test with essays and multiple choice questions about reading comprehension, students' inferential skills, revising and editing, and writing a composition.

Read Aloud

Read aloud was an event that involved the students reading novels that had been decided at the beginning of the year (the same set of texts as Amber and Erin). Lucía and Elena also used digital audio recordings of the novels, but used other methods of read aloud as well. *The One and Only Ivan* (Applegate, 2012) was exclusively read aloud by the teachers. On the first day of *The Hero Two Doors Down* (Robinson, 2016), Elena read aloud and before she began she said, "As I'm reading, remember, when I pause, what do you do?" and the students responded "Read the next word!" (read aloud, 02/08/2018). I only saw Elena do this once however, it must have been a strategy they engaged in previously because the students knew exactly what to do.

The teachers read the novels in English with the exception of *The One and Only Ivan* which Lucía read almost exclusively in Spanish (e.g., read aloud, 03/28/2018). Three students, whose dominant language was English, went to the hall during the teacher led read aloud to

listen to a recording in English (e.g., read aloud, 03/29/2018). During the reading of *The Hero Two Doors Down* (Robinson, 2016) and *The Evolution of Calpurnia Tate* (Kelly, 2009) when the Lucía or the digital recording read the novel in English, Elena would sit with Isabella and read the text in Spanish, the student's dominant language (e.g., read aloud, 03/02/2018).

When Lucía began to take the lead with read aloud, she would stop the recording or stop reading aloud and engage in discussion with the students (e.g., read aloud, 02/26/2018). The talk had many purposes including the vocabulary word of the day (e.g., read aloud, 02/28/2018, 03/02/2018), a discussion of something that had just happened (e.g., read aloud, 03/26/2018), or to address a confusion or puzzling moment (e.g., 05/02/2018).

Reading Journals

Using the same reading journal pages that Amber and Erin used, Lucía and Elena had a daily assignment associated with each chapter of the novel. Journal pages were passed out and the class discussed the vocabulary word of the day before they read the chapter (e.g., read aloud, 03/01/2018, 03/28/2018). In addition to discussing the vocabulary word of the day, the teachers would stop the recording when they heard the word and talk through the vocabulary exercise using context clues to determine the meaning of the word and to identify synonyms and antonyms (e.g., read aloud, 03/29/2018).

Small Reading Groups

Lucía and Elena held small groups on the carpet or at the horseshoe table for reading instruction. Both Lucía and Elena taught small groups in English as well as Spanish, rotating who taught each group. Some students participated in both languages, reading an English article one day (e.g., small reading groups, 02/08/2018) and a Spanish article another day (e.g., small reading groups, 02/26/2018).

At times the teachers used this literacy event to complete test practice using reading passages with a similar style to the state standardized test (e.g., small reading group,

02/08/2018). Other times students read articles with the teacher and answered related questions (e.g., small reading group, 02/26/2018). This was also applicable to the skills required for the test, but was not structured like the test. Elena and Lucía expected the students to explain and justify their thinking (e.g., small reading groups, 02/08/2018, 02/12/2018). For example, Lucía would ask each student to justify why they chose their answer using the text as their support (e.g., small reading groups, 02/28/2018).

Independent Reading

Students independent reading took two forms in this classroom, either from students' self-selected reading or using Achieve 3000 (e.g., independent reading, 03/02/2018, 05/02/2018), one of the digital reading platforms used in Amber and Erin's classroom. Students had time to read in either one of these ways when their work for the day was complete (e.g., grammar practice, reading journals). Students had texts from the school library, the class library, or home they kept at their seats. No formal conferring happened during this time, however Lucía would stop in and visit with students about what they were reading (e.g., field notes, 05/03/2018; interview, 06/15/2018). Students were able to read whatever they wanted during the self-selected portion of time, however many times the teachers asked students to complete digital assignments in both English and Spanish on Achieve 3000.

Minilessons for Writing

Lucía used minilessons, or short three to five minute focused lessons to begin writing instruction (minilesson, 02/26/2018; 03/01/2018). Lucía primarily used English when teaching minilessons (e.g., 03/01/2018; 05/02/2018). During minilessons, Lucía encouraged students to think about audience, consider figurative language in their writing, and supported students in thinking about how to make their writing come alive for the reader (e.g., 02/26/2018).

Lucía planned and taught minilessons on writing skills that could be applied to specific writing assignments and other genres of writing (e.g., adding details, showing not telling your

reader). Lucía's minilessons were based on what she read in the students' writing, as evidenced by her use of the students' writing in her minilesson (e.g., 02/26/2018; 03/01/2018). In one instance, she told students that while she was reading their essays she had a lot of questions and had been in suspense; she needed to know what happened in their story (e.g., 02/26/2018).

Independent Writing

Writing took place most days I was present, however it varied including writing journal entries on themed monthly quick writes (e.g., 03/26/2018, 05/02/2018), writing within specific genres (e.g., 02/26/2018, 04/30/2018, 05/03/2018), or writing connected to larger Project-Based Learning units (photographs, 03/26/2018). When students were not studying a specific genre, they worked on smaller writing assignments called quick writes. Quick writes were a collection of writing prompts set up like a graphic organizer with one response for each day of the month. Writing connected to larger units of study connected to other subject areas, for example an "I Am" poem written from the perspective of a Native American during 17th and 18th century Texas (photographs, 02/28/2018).

During independent writing, students could choose to write in English and/or Spanish. As the semester was coming to a close, Elena taught a writing project related to a Bilingual and Biliteracy Education course she was taking for her masters' program. The purpose of the project was to select a topic the students felt strongly about and write a poem using translanguaging, an "act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential" (García, 2009, p. 140).

Conferring

Lucía and Elena conferred with students most days while the students were writing (e.g., 02/26/2018, 05/02/2018). They conferred separately, but at the same time across the room from each other with different students. Lucía's conferences often tied to what her minilesson focus

was (e.g., writing conference, 02/28/2018; 03/02/2018). When time did not allow for Lucía to confer with students she took their drafts home to read and then wrote comments to students on sticky notes (interview, 06/15/2018; photographs, 02/28/2018). Similar to Lucía's in person conferences, her written comments named what students were doing as writers, and then nudged them forward. I observed the teachers conduct writing conferences in English, even during Elena's translanguaging unit (e.g., 02/26/2018, 05/02/2018). However, during that time the topic of the conferences focused on how language choice contributed to the students' writing (e.g., 05/02/2018, 05/04/2018).

Grammar Activities

Grammar, though nested within the English Language Arts TEKS, was taught as separate during writing, informing but removed from the craft of writing. Students completed weekly activities related to the grammar of the English (e.g., 02/26/2018, 03/29/2018) and Spanish languages (e.g., 05/03/2018), though I only saw two grammar lessons focus on the Spanish language. Grammar activities involved learning related to the construction and use of language (e.g., conjunctions, possessives, verb conjugation). These activities were often done as a whole group including a direct teach from the teacher and then a follow up activity using manipulatives (e.g., 05/03/2018) or a grammar practice sheet (e.g., 03/28/2018). In the following sections, I share an overview of how Lucía enacted asset-based and humanizing teaching pedagogies during student teaching.

Asset-Based and Humanizing Teaching Pedagogies Enacted: Teaching Based on Experiences with Students.

Lucía enacted asset-based and humanizing teaching pedagogies in her teaching as documented across many days of my field notes and observations. I found that these teaching enactments illustrated how she positioned students as knowledgeable, worked to build community between herself and students, used an inquirer's stance to approach teaching, and

taught based on experiences with students. Next, I report on one asset-based and humanizing teaching perspective as it relates to Lucía: teaching based on experiences with students.

Two ways that Lucía taught students based on her experiences with them was by differentiating her teaching based on students' ways of being and learning and building curriculum and finding resources based on students' interests and needs. Differentiation is a teacher's response to a student's needs focused around five interdependent elements: learning environment, curriculum, assessment, instruction, and classroom management (Tomlinson & Moon, 2013). Lucía differentiated her teaching across all subject areas consistently showing students that multilingualism was a strength (e.g., field notes, 03/02/2018, 03/29/2018, 05/04/2018) and working to support students' language development based on who she was interacting with (e.g., field notes, 02/26/2018, 03/26/2018, 05/02/2018). Lucía also built curriculum (e.g., field notes, 02/28/2018) and changed the text environment to support the class' shared inquiry, conversations, and learning (e.g., field notes, 03/28/2018; 05/03/2018).

Differentiating Teaching Based on Students' Ways of Being and Learning

Lucía knew her students, and because of this was able to plan for and differentiate her teaching based on her experiences with them. Documented across my field notes, Lucía differentiated her instruction, using a variety of learning structures such as direct teach (e.g., 02/26/2018) foldables, art, and scavenger hunts (interview, 06/15/2018), terrariums and videos (e.g., science, 05/02/2018), manipulatives (e.g., grammar activity, 05/03/2018), and peer conferencing (e.g., writing, 03/01/2018).

Lucía was able to tailor her teaching during writing conferences to specific students in a short amount of time (e.g., 02/28/2018, 03/01/2018, 05/02/2018). One day, in a single writing session of approximately 45 minutes, Lucía worked with students on adding details, constructing compound sentences, revising for clarity, paraphrasing, asking probing questions, and checking in with students (writing conference, 03/01/2018). Conferring, a practice she learned about in her literacy coursework, focused on the individual instruction that teachers were able to provide

when meeting one on one with students. What deepened Lucía's individualized practice was her consistency, conferring with students several times a week (e.g., 02/28/2018, 03/02/2018) and her daily reading of students' writing and responding to them connecting her comments to minilessons (artifacts, 02/28/2018; field notes, 05/02/2018).

Lucía taught students with varying levels of academic language in English and Spanish. When Lucía would give directions, she usually began by using English and then would translate what she said into Spanish (e.g., field notes, 03/01/2018). Elena had a similar pattern, but began with Spanish and then followed up with English (e.g., field notes, 02/05/2018). Lucía and Elena switched seamlessly between languages while teaching (e.g., field notes, 03/01/2018, 03/26/2018, 05/04/2018). For example, while Lucía worked with both Native English and Native Spanish speakers on a reading passage in Spanish they read through the passage and Lucía supported the students and made in-the-moment teaching decisions about which language to use (small reading group, 02/26/2018). At times students specifically asked for translations, for instance while watching a video in "Ciencias" [Science] a student said, "I can't understand the Spanish." Lucía assured the students they could do it in Spanish, they were a bilingual class, but she planned to stop the video as it played and talk through what the video said (science, 05/04/2018). Next, I report on the ways that Lucía learned about her students' interests and needs and tailored the curriculum and environment to them.

Building Curriculum and Finding Resources Based on Students' Interests and Needs

In addition to differentiating her teaching, Lucía used her knowledge about students in a variety of other ways including: building curriculum (e.g., community meeting, 03/28/2018, 03/29/2018; interview, 06/15/2018), finding resources to use during instruction (e.g., community meeting, 03/28/2018, photographs, 03/28/2018, 05/03/2018), and creating a text environment that reflected students' interests about the curriculum (field notes, 02/28/2018, 03/01/2018, 05/02/2018).

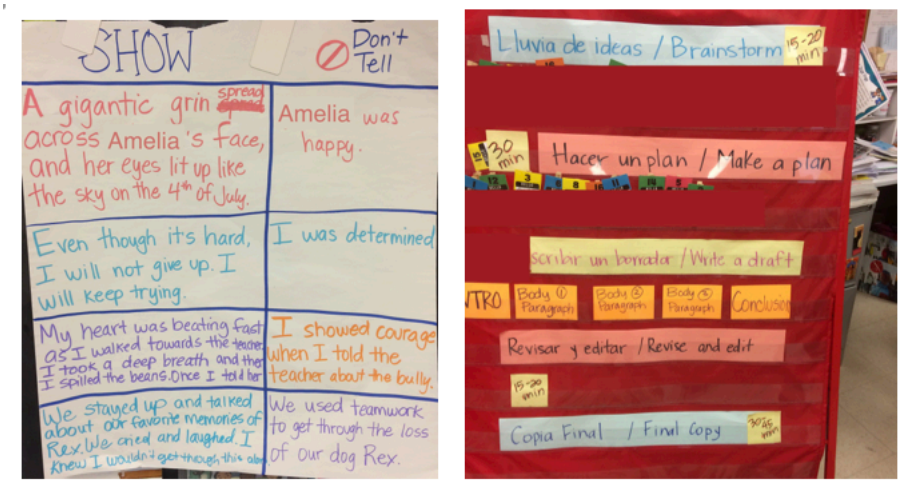

Figure 9: Locally Created Charts in English and Spanish

Lucía and Elena covered their classroom walls in locally created charts to support students, many created by Lucía as a way to connect their environment to the learning and teaching that happened in the classroom (informal conversation, 02/28/2018; see Figure 9). As recorded in field notes, students used these locally created charts during the day, for example during an editing test practice, Lucía and the students explored an acronym for capitalization "MINTS" (i.e., months, I, names (people, places, and things), titles, and the start of sentences; field notes, 02/28/2018). During the practice a student suggested that Lucía make a poster to help the students remember what MINTS stood for. Lucía agreed and the next time I visited the classroom I found a locally created MINTS chart displayed (field notes, 03/01/2018).

Later in the semester, Lucía added another kind of text to the classroom, photographs. When the class began reading *The Evolution of Calpurnia Tate* (Kelly, 2009), a novel about an 11-year-old girl in Texas in 1899, the students had a lot of questions about the book including clothing, patterns of speech, and the ways of life in 1899. Lucía supported their queries posted pictures from life in the late 19th century including pictures of farming life, clothing, and occupations and their tools that the class community could to talk through and use to make sense of the text (informal conversation, 05/03/2018).

Summary

Lucía was so excited to return to her classroom for her second semester of student teaching, looking forward to more opportunities to get to know the students and watch them interact socially (e.g., recess; interview, 02/16/2018). This desire to know and understand students was evident in everything Lucía did. Lucía and Elena's coaching relationship was one of side by side inquiry into their teaching. During their final interview, they mentioned similar significant teaching examples of Lucia, the same students who puzzled Lucía, and the willingness they shared to learn together (Elena, 06/16/2018; Lucía, 06/15/2018); Lucía and Elena were partners. Lucía enacted asset-based and humanizing pedagogies in all aspects of her teaching; however, one of the most salient ways she did this was through using her knowledge about students to differentiate her teaching and the ways in which she built curriculum and found resources for them. The next participant, Cameron, presents a different structure for instruction, a workshop classroom.

CAMERON

Introduction to Cameron

Almost every bit of wall space in Iris and Cameron's fourth grade language arts classroom was covered in text. One wall of the portable classroom was filled ceiling to floor with books, all categorized in a variety of ways (e.g., genre, author). Other walls of the classroom were covered in handwritten quotes cut out of paper, commercially created posters of Maya Angelou, and locally created charts explaining different aspects of their language arts curriculum (See Figure 10). Books adorned many spaces in this classroom, including every available chalk ledge, the top of book cabinets, and students' desks. Most student desks had a stack of books, notebooks, and reference books (i.e., dictionary, thesaurus) with ruffled pages and sticky notes or pencils as stand in bookmarks. Cameron recalled many of these same aspects of the text environment when describing her experience in Iris' classroom:

> There were quotes on the walls, like little tiny, tiny quotes that you have to get right up next to, the font is like five, you know, and so she had them everywhere, just like 30 quotes it must have been. Then also there were books everywhere, quite literally everywhere. And then there were posters everywhere. Every single nook and cranny of the room was covered with some kind of language or photos or artwork. (interview, 07/16/2018)

Figure 10: Text Environment in Use

This language arts classroom served two blocks of students each day, one block was Iris and Cameron's homeroom, and the other from their partner teacher who taught math and science. Students moved with ease throughout the transitions back and forth between the portable classrooms, but from time to time expressed disappointment about the strict rules on the "other side." Iris showed appreciation for her partner teacher, and encouraged students to understand that they were different people and the ways teachers structured their classrooms differed.

One phrase that sums up the work in this classroom is "language is art" (field notes, 02/13/2018). Iris, a visual and language artist, often engaged and invited students into conversations and activities that involved the students creating and making (e.g., writing minilesson, 02/15/2018). Iris invited Cameron on this journey, involving Cameron in all part of her teaching and thinking (Cameron, interview, 07/16/2018). One day, Iris talked with students about her watercolor art and then drew a parallel to how what they do in the classroom is the same, except they used language instead of paint (field notes, 02/13/2018). There was a reader's and writer's workshop in the classroom, where students consistently selected their own reading

and writing materials, took ownership of their literacy learning, and worked on reading and writing projects over time (Bomer, 2011; Calkins, 1986, 2001).

Cameron and Iris

Cameron and Iris worked side by side in planning, teaching, and understanding the role of a teacher. Guided by an appreciative coaching model, Coaching with CARE, Iris was part of the same master's program as Erin and Elena (Wetzel et al., 2017). Cameron explained how she saw Iris as a mentor, "Iris is an excellent mentor. She guided me like she was my teacher, she was my, she was my teacher, like my person, but she was also my teacher. She taught me so much" (interview, 07/16/2018). Cameron described the way that Iris was her teacher, as well as the students' teacher, then how Iris brought Cameron into her thinking, the planning, decision making, and understanding that even after many years in the classroom there were still challenges. Part of the Coaching with CARE model included mentors and mentees being together in all aspects of their work, the mentor revealing the invisible day to day decisions (Wetzel et al., 2017).

During her interview, Cameron explained how she felt working with Iris as a mentor:

> So, I learned a lot from her and I appreciated that she talked through every decision and talked through every single trouble and challenge and joy. She brought me into her thinking in a way that I could experience what she did. I could feel what she felt. We were kind of connected in that way. She brought me in so closely, so meaningfully right away that we were like one because she would talk through everything with me. (interview, 07/16/2018)

This quote from Cameron brings the Coaching with CARE model to life—because Iris brought Cameron into her thinking and positioned her as a partner, Cameron saw her role and her interactions with students as worthy of contribution to the teacher of record.

As Cameron stated above, Iris was *her* teacher. At the beginning of her time in Iris' classroom Cameron started carrying a notebook around, similar to Iris who often had a notebook within reach (field notes, fall semester). Cameron recalled what she included in her notebook during an interview, "You can even see in my, like my personal writer's notebooks, you can see

that I'm quoting everything that she [Iris] says, I'm writing down everything that she does" (07/16/2018). The picture that Cameron painted is that she wanted to remember everything she experienced inside this classroom and the way she could capture that is through writing it all down. In retrospect, Cameron realized how she had elevated Iris and her perception of her as a teacher. "And I like, in the beginning, kind of looked at her like I put her like almost on a pedestal and I was like, 'Oh, she's so awesome. Let me just learn all that I can from her'" (interview, 07/16/2018). Towards the middle of the year, after Cameron began taking on the lead teacher role, she identified that although she and Iris shared their thoughts with each other throughout each day, they taught differently and in some ways valued different things (interview, 07/16/2018).

Literacy Events

The following sections describe the literacy events in Iris and Cameron's classroom.

Morning Meeting

Each day began with a morning meeting, students sitting in a circle together, most often their writer's notebooks in hand (see Figure 11). Each day the topic differed and included such topics such as personal stories about the weekend, a new routine in the classroom, current events happening in the world, and community building exercises. During this time, Iris or Cameron would begin by stating the focus for the day, for example one day during morning meeting Cameron shared an article with students because she wanted to have a discussion about the topic—cellphones in schools, "This is an opinion piece. 'Cellphones in schools: Does safety outweigh distraction?'" (03/07/2018). The participation structure of morning meetings varied: Sometimes they passed around an object to designate a speaker whereas other times everyone spoke freely (e.g., field notes, 04/02/2018).

Figure 11: Cameron's Morning Meeting

Reader's and Writer's Workshop

At any point in time, students and teachers were reading, writing, and thinking about text; the defining feature of a workshop classroom (Bomer, 2011). There are three main blocks of time in a reader's and writer's workshop: a minilesson, work time, and sharing (Bomer, 2011; Calkins, 1986). A minilesson is a short, pointed lesson that begins a workshop session. I expand on this in the next section. Work time was approximately a 30-minute block of time when students were working on their reading and writing. During this time, teachers conferred with students, teaching tailored lesson for students connecting not only to the current work, but connecting broadly to literate activity (Bomer, 2011). The final block of time was for sharing and reflecting on the day's work, an instructional block of time for where students name their learning and any strategies or problems they encountered (Bomer, 2011).

Minilessons

Aligned with the workshop model, Iris and Cameron often started the reading and writing blocks with a whole group minilesson (Calkins, 1986, 2001). This was a short span of time where Iris or Cameron would introduce, teach, review, or engage the students in conversation about language (e.g., reading minilesson, 04/25/2018). Cameron and Iris taught minilessons either in a circle with everyone gathered around or with the teacher at the front with students either on the carpet or at their seats. The participation structure was reflective of the materials the teachers used. When using the projector as a tool the teachers stood at the front of the room,

while exploring picture books the class gathered on the carpet. The teachers invited students to be together on the carpet or at their seats, however, some students chose to select a different seating arrangement if they preferred.

Read Aloud

During morning meeting, the teachers sometimes read aloud (e.g., 02/13/2018, 04/05/2018), and oftentimes connected the text to the overall student learning objective. During a study of poetry, Iris read a variety of poems and previewed multiple poetry books with students (e.g., field notes 02/13/2018, 02/15/2018). Read aloud was an instructional time (e.g., word choice, text placement, author's intentions) that students could learn from (e.g., morning meeting, 02/13/2018). Aligned with a reader's and writer's workshop, Iris used read aloud as a space to share published examples of texts types from her minilessons.

Some days read aloud was informational texts from online sources such as Newsela (2019) or a monthly periodical called Storyworks (Scholastic, 2018) (e.g., morning meeting, 03/07/2018). Though texts from Newsela and Storyworks were not necessarily connected to the curriculum, Iris and Cameron would teach through these texts as well (e.g., text features, main idea and details).

Independent Reading

Students engaged in independent, self-selected reading and at times the teachers did too, taking time and finding space in the classroom to read a book or an article. At times, students spent part of their reading time working on skill-based questions related to the Storyworks' articles that had been read during read aloud, but this rarely took the entire independent reading time (field notes, 04/25/2018).

During independent reading, conferring would occasionally take place, talk between the teacher and a student about what the student was reading (independent reading, 04/25/2018). Conferring was a practice that I consistently saw in previous years of working in this classroom,

however Iris had entered a masters program and was feeling the strain of the responsibilities of coursework and other aspects of her life (informal conversation, 04/05/2018)—therefore at times Cameron and Iris would both read or work during this time (e.g., independent reading, 02/15/2018).

Independent Writing

Writing took place inside of the students' notebooks daily. The minilesson would end with an invitation for students to try out what they had just talked about (02/13/2018). During independent writing, conferring took place every day (e.g., field notes, 02/15/2018, 03/07/2018). Cameron and Iris conferred with students separately. During conferences, Iris often carried her notebook with her (e.g., independent writing, 02/15/2018) and at times I observed Cameron doing the same (e.g., independent writing, 02/15/2018). Conferences varied in length of time from a minute or two, to an extended period of time working with one student. The expectation during writing time was for Cameron and Iris to be walking around and conferring to hear what the students were doing as writers and then thinking through a connection to the minilesson or next steps of the student's process.

Read, Write, Draw

One literacy event that was unique to this classroom was Read, Write, Draw, a 10-minute block of time that took place at the beginning of the day where students were able to read, write, or draw on their own personal work without being interrupted. Iris built this time into the schedule for students' personal creations that she connected back to language arts (informal conversation, 02/15/2018). When removed from the schedule, for whatever reason, the students were disappointed and tried to negotiate for any minutes they could (e.g., field notes, 03/07/2018). In the following sections, I share an overview of how Cameron enacted one asset-based and humanizing teaching perspective.

Asset-Based and Humanizing Teaching Pedagogies Enacted: Using an Inquirer's Stance to Approach Teaching

Cameron used asset-based and humanizing teaching pedagogies in a multitude of ways as documented across my field notes. I found that Cameron enacted a variety of pedagogical moves that illustrated how she positioned students as knowledgeable, worked to build community between herself and students, used an inquirer's stance to approach teaching, and taught based on experiences with students. Next, I report on one salient enactment of the asset-based and humanizing pedagogy of using an inquirer's stance to approach teaching as it relates to Cameron.

Throughout literacy coursework we engaged in many conversations and readings that positioned teachers as researchers (e.g., Ballenger, 2009; Moll et al., 1992). Ballenger's (2009) *Puzzling Moments, Teachable Moments,* a text included in coursework suggested teachers "explor[e] one's own practice and into the ideas of puzzling children as a part of teaching" (p. 2). This approach to teaching captured how Cameron approached each day. Cameron inquired into her teaching by wondering and asking questions about the students, herself, and about the classroom space (e.g., field notes, 03/07/2018, 04/25/2018). This mindset often led her to problem solve her own teaching when talking to myself or Iris (e.g., informal conversation, 04/06/2018). Two ways that Cameron used an inquirer's stance while teaching was through close observations of students and inquiring into her own teaching. One way Cameron chose to inquire into students was through Kidwatching (e.g., field notes, 02/15/2018, 04/05/2018), closely observing children's learning, learned during literacy coursework (Goodman, 1978). Cameron also inquired into her own teaching through reflection and student interviews (e.g., field notes, 04/05/2018; informal conversation 04/06/2018).

Inquiring About Students

Cameron used strategies from Kidwatching like watching from afar and watching up close (Owocki & Goodman, 2002; e.g., field notes, 02/15/2018; interview, 07/16/2018). This took place during a variety of literacy events, sometimes during independent writing time (e.g., 03/07/2018) and at times right before Cameron would begin a lesson (e.g., read aloud,

04/05/2018). Documented several times in my field notes Cameron walked around the classroom looking at students, briefly stopping to chat, or looking across the room, occasionally standing alongside the perimeter of the classroom with Iris, watching and quietly whispering. During an interview, Cameron spoke specifically about what she learned by observing students:

> I watched them a lot and kind of learned the things that they liked to write about and things that they liked to read. If I see the same student reading over the course of two weeks, like, you know, the same graphic novels, obviously, they're into graphic novels right now. I see another kid that's, you know, knee deep in the Harry Potter series, you know, that's his thing. Um, and then some of the writers only like to write about certain things, right? Like they had their kind of genre that they liked it, or had a style that they liked, or they had a character that they liked to write about a lot. (07/16/2018)

After time in the classroom, Cameron transitioned from observing students' literacy practices to being a participant (interview, 07/16/2018). For example, she sat with students for an extended period of time and then nudged them forward, reminding students of strategies they learned during minilessons (e.g., independent writing time, 02/15/2018; interview, 07/16/2018). Other times she would sit silently next to a student and watch them work; in some instances, students would move their work out of her eye gaze (e.g., independent writing time, 04/05/2018) and Cameron would smile. At times, she followed these interactions with attempts to start a conversation; other times she would get up and move to another student (interview, 07/16/2018).

Cameron also used an inquirer's stance through investigating puzzling moments (Ballenger, 2009). For example, one day students were playing with a broom in the back of the classroom (field notes, 04/25/2018). After speaking with one student about it at length, Cameron moved the broom and returned to conferring. After some time, another student went to get the broom. She called him to come and talk with her, and asked, "Why did you do this?" (field notes, 04/25/2018). The student explained that it was a joke and repeatedly apologized, as she took the broom and placed it in the closet. Her question, "Why did you do this?" positioned the student as the only person who had the answer. This is an instance where I saw Cameron engage in the puzzling moment with a student and not with Iris or myself.

Inquiring About Teaching

Cameron also used an inquirer's stance when the content she was teaching or the teaching strategies she was trying out did not feel invigorating (field notes, 04/05/2018; informal conversation, 04/25/2018; interview, 07/16/2018). The following example stood out because she not only talked with Iris or myself, she also went to the students to inquire further.

On a suggestion from Iris, Cameron began to read *The Green Book* (Walsh, 1986), a short science fiction novel for daily read aloud. Cameron spoke with me about how she was struggling getting into the book herself, having to force herself to read at night (informal conversation, 04/06/2018). We talked about a simulation that I had seen done with another cohort that incorporated Drama Based Instruction (DBI), a pedagogy that uses active and dramatic approaches to engage students in aesthetic, affective, and academic learning in curriculum (Dawson & Lee, 2014). We brainstormed a few more ideas together: splitting up the novel and having groups of students read a chapter and share with the class or creating reader's theater scripts. Cameron seemed to like some of those ideas, but wasn't sure and said she wanted to talk to the students. On the way to and from music that day and later in the classroom, Cameron talked to students about their opinions of the book and some of her ideas in making a shift in how they were taking it up (field notes, 04/06/2018). One student shared that they liked the book and scripts would be fun; another mentioned she didn't like the book at first, but over time liked it more and more (field notes, 04/06/2018). This was perplexing to Cameron and left her with a decision (informal conversation, 04/06/2018). This was my last day in the field with her for two weeks, and when I followed up with her, she decided to read straight through the book instead of making changes (informal conversation, 04/25/2018).

Cameron extended her strategy of inquiry, first reflecting with myself and Iris, then she inquired further, asking the students about their understanding and perception of the curriculum (informal conversation, 04/06/2018). In the end, Cameron decided to read the book. I am uncertain if it was because students really enjoyed the text and wanted the read aloud, she could not find an idea that excited both her and the students, or that she was nearing the end of her total

teach and felt depleted. Regardless of the outcome, Cameron thought through her teaching independently, with her mentors, and with students.

Summary

Iris' classroom was a model of many of the teaching pedagogies Cameron learned about during her coursework. Cameron and Iris worked together, often co-teaching in the classroom throughout the entire student teaching semester. Not only did Iris bring Cameron into her thinking, but she also positioned her as someone knowledgeable whose opinions were valuable. Cameron described how Iris would sometimes come to her to troubleshoot her own puzzling moments with students (interview, 07/16/2018). Cameron enacted asset-based and humanizing pedagogies in all aspects of her teaching, however the most salient way she approached her teaching was through wondering and asking questions, using inquiry independently and also with Iris to learn about her students, her teaching, and herself.

CHAPTER SUMMARY

Across the three participants within this chapter, there is evidence of the ways that the preservice teachers enacted asset-based and humanizing pedagogies through their literacy teaching. Four asset-based and humanizing teaching pedagogies were evident in the preservice teachers' teaching: positioning students as knowledgeable others; working to build community between self and students; using an inquirer's stance to approach teaching; and teaching based on experiences with students. Amber, Lucía, and Cameron enacted these pedagogies differently. For example, the ways they noticed and named students' strengths in writing differed. Amber noticed and named students' strengths in writing while conferring; Lucía, while teaching when she would use a students' writing as a mentor text; and Cameron, when she sat side by side a writer and asked the students to explain their process.

Many studies have shown that field experiences serve as spaces to demonstrate and apply knowledge learned in coursework (e.g., Brannon & Fiene, 2013; Morgan et al., 2011) and for

preservice teachers to learn through practice (Zeichner, 1996). By understanding the ways that Amber, Lucía, and Cameron used a lens of asset-based and humanizing pedagogies introduced during coursework to teach literacy, interpret their teaching, and respond to students, we see how generative this opportunity of student teaching can be. Additionally, this analysis illuminated the power of context and its influence on the preservice teachers' teaching.

Each teacher's enactment of asset-based and humanizing teaching pedagogies was influenced by the student teaching classroom, including relationships with the cooperating teacher and the literacy events in that classroom, coursework, cooperating teachers, their personal lives, the classroom and school environment, and their identities. An important factor in all the preservice teachers' enactments were the students; it was through Amber, Lucía, and Cameron's interactions with students that they learned about their students and were able to be teachers to them. All of these influences, as these cases illuminate, play a role in the decisions of preservice teachers and teachers in the classroom. Amber, Lucía, and Cameron had positive intentions for their students and cared deeply about students' learning, and they each used a variety of strategies to try and accomplish these goals.

The next chapter presents the findings from my cross-case analysis of the four asset-based and humanizing teaching pedagogies I identified in Amber, Lucía, and Cameron's classrooms using data from across participants to understand how these pedagogies represented their stances towards students.

Chapter 5: Findings

In the previous chapter, I focused on the contexts of each participant's asset-based and humanizing pedagogies. I found the context, including the literacy events and their coaching relationship with their cooperating teacher, influenced their decisions in teaching. I established that Amber, Lucía, and Cameron all enacted asset-based and humanizing pedagogies in their teaching, however the ways in which they enacted them differed. In this chapter I share my findings from a cross-case analysis, a look across the three individual cases to understand how their teaching exemplified their asset-based and humanizing stances towards students. In this chapter I address my second research question: How do preservice teachers' pedagogical enactments exemplify asset-based and humanizing stances towards students?

I organized this chapter by the four asset-based and humanizing stances the preservice teachers had towards their students. Each section grounds the asset-based and humanizing stance in theory and literature then draws on data from the three participants' teaching enactments to exemplify their stances. I also explore counterexamples, in which the apparent intention behind the preservice teachers' teaching was asset-based or humanizing, but in the uptake did not reach its full potential. These counterexamples contribute to a later discussion about how teacher educators might recognize and support variation in the enactment of asset-based and humanizing stances. Rather than provide every data point, I have selected illustrative data from across all three preservice teachers' classrooms to show variation. Table 10 expands on Table 9 from Chapter 4, adding a third column that describes the asset-based and humanizing stances that underpinned the preservice teachers' enactments. I use the term asset-based and humanizing stance to ground the preservice teachers' thinking and teaching in asset-based and humanizing pedagogies. The asset-based and humanizing stances are the organizing structure for this chapter.

Asset-based and Humanizing Teaching Pedagogies	Preservice Teaching Enactments During Student Teaching	Preservice Teachers' Asset-Based and Humanizing Stances
Theoretical Perspectives →	Observable →	Theoretical
Students are knowledgeable others (e.g., Banks, 1993; Fránquiz & Salazar, 2004; Gay, 2010; Ladson-Billing, 1995)	Noticed and named students' strengths/actions/behaviors [A, L, C] Made space for students' voices [A, L, C] Encouraged multilingualism [L, C]	Students are competent learners, thinkers, and humans.
Relationships between educators and students are important (e.g., Bartolomé, 1994; Cammarota & Romero, 2006; Salazar, 2013)	Spent time and effort developing relationships and community [A, L, C] Shared oneself with students [L, C] Problem solved with students [L, C]	Relationships with students are vital to teaching.
Inquiry is part of teaching (e.g., Ballenger; 2009; Freire, 1998; Moll et al., 1992)	Inquired about students [A, L, C] Inquired about teaching [A, L, C] Inquired about the self [L, C]	Teaching requires inquiry.
Teachers should be responsive to students (e.g., Huerta, 2011; Salazar & Fránquiz, 2008; Zisselsberger, 2016)	Leveraged students' lives as resources for learning [A, L] Built curriculum and found resources based on students' interests/needs [A, L, C] Differentiated instruction based on students' ways of being and learning [A, L, C]	Students inform teaching.

Note [A, L, C] represents the presence of this enactment in participants' teaching (e.g., [A, L, C] means Amber, Lucía, and Cameron used these enactments)

Table 10: Participants' Stances Which Emerged from Observable Teaching Enactments During Student Teaching

STUDENTS ARE COMPETENT LEARNERS, THINKERS, AND HUMANS

Teaching involves believing in students as competent learners because if teachers do not believe this to be true, then the position of teacher is all for naught (Bomer, 2011; Huerta, 2011). Children bring a richness and diversity to the classroom with different ways of being that teachers need to understand as assets (Banks, 1993; Gay, 2010; Moll et al., 1992). In fact, knowing about students, the households they live, and their cultural practices enhances teachers' teaching practices (Moll et al., 1992). Looking across the three participants, Amber, Lucía, and Cameron, it was evident that the preservice teachers positioned their students as knowledgeable. They did this by noticing and naming students' strengths, actions, and behaviors; making space for students to speak and become part of the classroom talk; and also, by encouraging and at times drawing on students' multilingualism.

Noticing and Naming

All three preservice teachers actively took up the enactment of noticing and naming reading and writing behaviors that were desirable, students' strengths, and gems in their writing (e.g., Amber, 02/23/2018; 03/22/2018; Lucía, 02/26/2018; 03/01/2018). What the preservice teachers noticed and named for students was positive and meant to benefit a particular student or the greater classroom community. The asset-based and humanizing pedagogies were evident in teaching enactments across all three cases.

Amber, Lucía, and Cameron all noticed and named what their students were doing as readers and writers during their teaching (e.g., Cameron, 02/13/2018), but unique to Cameron was the way she asked students to also engage collaboratively in this process (e.g., field notes, 02/15/2018, 03/08/2018). Cameron modeled how to notice and name during her teaching, and then extended the enactment asking students to also engage in

this process with her. By asking students to engage in noticing and naming with her, she acknowledged that the students were competent in their abilities as learners and thinkers.

During a unit on poetry, Cameron's students had written and compiled their own collection of poetry and would be publishing a selection of them. Cameron designed a minilesson about how to select and organize their poems using published poetry collections. She began her minilesson, "As we move forward with our poetry books, we might think about a way that we want to organize our poems. We've talks about styles and forms, and maybe we need to think about how we might organize" (04/25/2018). Cameron collectively invited the community, including herself, using the word "we." Next, Cameron noticed and named what she observed in the collections, modeling inquiry for the students.

> Let's look at this one, a year of very short poems. This is how they are organized, and the poems are very short. It's taking you through a year of life—of poetry—animals, seasons, a year of life. If you pick up a book like this one—a book of small poems—they are pretty short, they have a poem on this side, an illustration on the other, and all of these poems are written by the same poet. (04/25/2018)

After reviewing a few more examples, Cameron invited the students into this inquiry process (see Figure 12). "I'm going to ask you to choose a book close to you, maybe one you haven't seen before." She passed a sticky note around to each student to record what they noticed about the poems, "Are they short? Long? … How are they organized?" She specifically asked them to notice and name what they were seeing toward organizing their own book of poetry, and also to record what they noticed on a sticky note. The combination of this invitation and asking students to document their observations positioned the students as competent.

Extending noticing and naming to students exemplified Cameron's belief that students were able to engage in this process. By noticing and naming strengths, positive

behaviors, and/or actions, the preservice teachers in the moment made choices in their teaching and language to show students were competent learners, thinkers and humans.

Figure 12: Poetry Organization Minilesson

Making Space for Students' Voices

Amber, Lucía, and Cameron made space for students' voices during writing conferences (e.g., Amber, 02/23/2018; Cameron, 03/07/2018), test preparation (e.g., Amber, 03/19/2018; Lucía, 02/12/2018), read aloud (e.g., Amber, literature unit, Fall 2017; Cameron, 04/02/2018; Lucía, 03/29/2018) and conversations about race and culture (e.g., Amber, literature unit, Fall 2017; Cameron, literature unit, Fall 2017; Lucía, literature unit, Fall 2017). Each classroom had different literacy events, which seemed to encourage more space for student voice than others, for example Cameron's writing minilessons (e.g., 03/08/2018), Lucía's read aloud (e.g., 03/28/2018), and Amber's informal conversations with students (02/23/2018). Providing space for the inclusion of students' voices in the classroom positioned students as competent contributors worthy of the community's attention.

The following illustrates two ways that Amber made space for a student to think aloud with her about race during writing conferences and an informal conversation between Amber and Tayana. Tayana, the only African-American female in Amber's class had begun to ask a lot of questions about racism and civil rights (Amber, informal conversation, 02/23/2018; Erin, interview, 06/18/2018; field notes, 02/23/2018) while reading a novel about the discrimination of African-Americans in baseball in the 1940s and the Brooklyn neighborhood where Jackie Robinson lived. During her interview, Erin, explained that Tayana was a student who puzzled Amber, further noting that Amber would spend extended time in conferences with Tayana (Erin, interview, 06/18/2018). Engaging in this extended time with Tayana made space for her to think and talk about what was on her mind, acknowledging and validating Tayana as a thinker.

One day during writing conferences while Amber was conferring with Ariella, Tayana, who was sitting at a neighboring table, began to talk with them about racism (writing, 02/23/2018). For transcription conventions please see Appendix D.

Tayana: I feel like everybody should have feelings for Black people.

Amber: Everyone should have what?

Tayana: Feelings for Black and brown people.

Amber: I agree.

Tayana: Even Ariella.

Ariella: I'm not a racist.

Tayana: I feel like everybody should get treated the same.

Ariella: Everyone do right now.

Tayana: No, some people don't treat people the same.

Ariella: This goes for the racist people. Just because someone else is not your color doesn't mean that they are racist just because they have a different race than you do.

Tayana then talked about watching a video about a Black boy in Houston who was shot by a White officer because he was stealing something (Tayana, 02/23/2018), however at this point, the conversation became difficult to understand. Another student approached the table; Tayana continued her thinking aloud but shortly stopped because Amber was helping the student. After he left, Amber called Tayana over:

Amber: Tayana, Tayana come here. Erin and I noticed how many questions you had about like, remember you asked about the president and racism and stuff. We actually...

Tayana: I have a different question actually. Well, people say they don't know what Black people feel. Well, just imagine if, if someone, they are treated that way, they will probably feel it. But I feel like everybody should know what [Black] people go through. At least they have something in their lives, racism or something and I don't really know if like, like, why did they put Mexicans or Black, or they said they thought they were all dirty, but they weren't because they're colored? I guess, like they looked at their color instead of looking at who they were. They looked at their color, so that is kind of confusing to me.

Amber initiated this conversation saying, noticing and naming Tayana's questions about the president and racism, acknowledging that Tayana was thinking deeply about how a president could allow racism and about racism in general. Tayana, instead of responding to Amber's acknowledgement, continues in her line of questioning. Tayana finished her turn wondering why people would simply look at the color of someone's skin and not think about who a person is. Amber waited, listened, and created space for Tayana's voice and validated her thinking by creating this space.

Amber's response to Tayana over the next several turns provided Tayana options to continue her line of thinking:

Amber: So all of this stuff that you are thinking about, I would write about it in your notebook and ask all these questions.

Tayana: It makes me mad when people say they don't know how they [Black people] feel because you should, you should know how they feel, but they don't, so it's kind of…

Amber: Yeah. We found a couple of books in our library and we put them in, what color bin is it, the blue bin. You can look at them during reading time or whenever you have a free moment.

Tayana: Okay.

Amber: But now, continue writing. You should write about all these things you are thinking because that is, you are thinking a lot of powerful things and I love it so I want you to write it.

Erin and Amber decided that a notebook could be a space for Tayana to collect her thoughts, and Amber also shared that she and Erin found some books on the topics Tayana was interested in exploring and put them in a space for Tayana to explore (informal conversation, 02/23/2018; writing, 02/23/2018). Amber ended the conversation by directing Tayana to return to the assigned task at hand, but closed by layering her own assessment of value onto Tayana's thinking, "You are thinking a lot of powerful things and I love it so I want you to write it." Although Amber made space for Tayana to think aloud, told her what she though was powerful, and that she loved her thinking, the underlying act of asking Tayana to write her thoughts in a notebook and independently read books about her topics of inquiry provided a space for Tayana's inquiries, but also silenced her in the process.

The enactment of creating space for students' voices communicates to students they are competent and that their thinking and contributions are important. However, making space for students' voices cannot stand alone in this asset-based and humanizing perspective. The conversation between Amber and Tayana represented a missed opportunity to lift Tayana's inquiry to larger systemic issues of racism and current events.

Alongside space for students' voices, a response that acknowledges what students are saying as competent is important; not simply saying, "You are thinking a lot of powerful things," but truly engaging students' voices.

Acknowledging and Encouraging Multilingualism

Preservice teachers also positioned students as competent by acknowledging and drawing on students' multilingualism. All three teachers taught in multilingual classrooms, but only Lucía's classroom centered both languages during instruction because it was a dual-language classroom. In Cameron's classroom, the students had opportunities from time to time to draw on this knowledge (e.g., Cameron, literature unit, Fall 2017). Lucía's classroom encouraged multilingualism and celebrated this characteristic as desirable (e.g., writing celebration, 05/04/2018). Lucía encouraged students to try out their language in the classroom, often calling students bilinguals, communicating to the students their language skills were all developing and learning together as a community. The following data illustrate how important language as a resource was to Lucía.

At the beginning of my observations, Elena taught more in Spanish than Lucía did (e.g., field notes, 02/05/2018); however, as time passed both Elena and Lucía used more English during instruction (e.g., field notes, 02/26/2018). Both Lucía and Elena told me about Isabella, a student who spoke primarily Spanish, who had joined the class community a few months after school started (Elena, interview, 02/22/2018; Lucía, interview, 02/16/2018). In an open dialogue notebook between teachers and individual students, Lucía and Elena learned that Isabella did not want to participate because instruction had been in English. Isabella wanted to know why they were not teaching in

Spanish. Lucía and Elena both acknowledged how important it was to honor their students' languages and the languages of the dual-language classroom.

They discussed their teaching and planned to purposefully use both languages and to monitor and check in with their students (Elena, interview, 02/22/2018; Lucía, interview, 02/16/2018). This conversation and subsequent shift in Lucía and Elena's teaching showed how Lucía and Elena honored their students' languages and that they wanted to make sure their teaching reflected their beliefs that all students were competent learners, thinkers, and humans. Next, I look across the teaching enactments by the three preservice teachers to share findings related to the asset-based and humanizing stances the preservice teachers relied on in their teaching decisions.

An Asset-Based and Humanizing Stance: Students Are Competent Learners, Thinkers, and Humans

Language is powerful, suggestive, and can position positive or negative associations with students, their ideas, and their worlds (Johnston, 2012). The way Cameron invited students into the noticing and naming minilesson had no right or wrong answer, she simply asked students, in their way, to notice and name what they observed. Noticing and naming, coined by Johnston (2004), focused on a teachers' responsibility to help children notice, as teachers are able to mediate what is worth noticing and why through their teaching. The enactment of noticing and naming positions teachers as careful observers and as teachers, Johnston (2012) wrote, "we choose our words, and in the process, construct the classroom worlds for our students and ourselves" (p. 1).

Flint (2008) suggests that, "inviting the "whole student" into the classroom requires that teachers tap into students' lives by creating a curriculum that enables students to bring their resources, skills, and knowledges to the learning event (p. 66). One

of the ways that Amber, Lucía, and Cameron invited their students into the classroom was by opening space for their voices and opinions during literacy events, however as I suggested before, it requires more than simply "opening space." During conversations around critical topics such as race, Amber made space for students to contribute to the conversation by drawing on their knowledge or making space for their talk (e.g., interview, 06/13/18; writing conference, 02/23/2018). However, this example illustrated that making space for students' voices is important, but cannot stand alone. This conversation provides a space to think deeper about "asking children to share their thinking and reasoning" and "help[ing] children critically examine their own knowledge base and reflect on their own learning" (Owocki & Goodman, 2002, p. 6). It is the critical examination that was absent in this situation, which leads us to think deeper about moving Tayana (and Amber's) thinking forward, perhaps engaging in conversations where the teacher and the student become co-investigators on a shared inquiry.

Incorporating students' languages and culture into the curriculum is a way to position the students and their language knowledge as important and valuable (Salazar & Fránquiz, 2008; Zisselsberger, 2016). Isabella showed Lucía and Elena how important and valuable the Spanish language was to her, as language is one of the most powerful transmitters of culture (Darder, 2012) and in her case, her learning and participation in class. Further, Lucía and Elena showed Isabella that her voice mattered and that they would consciously return to incorporating Spanish in their instruction aligning with Zisselsberger (2016) who argued that language cannot be separated from its context, and must influence pedagogical knowledge and humanizing practices to engage learners.

It is important to note that in each example, there was action taken by the preservice teachers that further revealed their stances towards students. For example, Cameron trusted students' abilities during the minilesson by sharing in the process of

noticing and naming, and Lucía and Elena shifted in language use during instruction. It was through their responses to students—their responsive action that illuminated their asset-based and humanizing stances. The next asset-based and humanizing perspective I explore is that relationships between educators and students are important.

RELATIONSHIPS BETWEEN EDUCATORS AND STUDENTS ARE IMPORTANT

Asset-based and humanizing pedagogies in teaching aim to include the whole child in the classroom and curriculum, which requires relationships between teachers and their students (Salazar, 2013). If trust is not established among the participants in the community, then it is challenging if not impossible to be vulnerable (Gay, 2010; Werner, 2000). Cameron described how relationships were important, "you can't do anything without someone trusting you enough to try" (interview, 07/16/2018). If she was going to ask the students to take risks and engage in her teaching, she needed the students to trust her. Cameron described her understanding on her position as the teacher giving herself to her students, "I'm supposed to be their oak tree in the storm and I am so willing to do that" (interview, 07/16/2018). In this section, I share my findings related to the three cases' teaching enactments as ways to develop relationships and build community by spending dedicated time to these goals, sharing themselves personally, and problem solving with students.

Spending Time and Effort Developing Relationships and Community

Although this asset-based and humanizing perspective centers the relationships between the preservice teachers and their students, this particular sub-theme describes the time that preservice teachers spent purposefully building relationships and community. Two ways that all three preservice teachers built relationships was through being in close

physical proximity to students and using nonverbal body language. Documented across my field notes, these moments often happened during conferences about students' reading or writing (e.g., Amber, 03/21/3018; Cameron, 02/13/2018; Lucia, 03/01/2018). For example, Amber, Cameron, and Lucía all repeatedly sat side by side with students during independent writing to confer with them about their work (e.g., Amber, 03/22/2018). Another way that they chose to be close to students was to physically walk around the room and check in when students were working (e.g., Cameron, independent writing, 04/05/2018; Lucía, conferring, 03/01/2018); these quick check-ins allowed them to touch base and connect with several students within a few minutes. By sitting side by side and checking in with students over the course of the semester, the preservice teachers showed the students they were physically there for them, and that the time they did this was important. The next two examples come from Lucía and Amber, showing two very different ways they spent time and effort developing relationships.

Lucía described her effort in working to understand students, "Figuring out how am I going to make a connection with a student who is very closed off," or "Brianna, she had an attitude with me in the beginning. Then it was figuring out like what am I going to do to get her to realize that I'm not against her" (interview, 06/15/2018). This process unfolded throughout the course of Lucía's student teaching (interview, 06/15/2018). She described how her efforts paid off, "Then at some point, like it happened, you know, and it was just trying out different things." Lucía spent time understanding each one of her students, building relationships with them to be a teacher to them. It is evident that Lucía believed it was important, in her closing interview she said this time was "part of your homework" (interview, 06/15/2018).

In a different setting, Amber recalled how she developed relationships with students during writing conferences:

> I really got to listen to them think out loud and it made me realize how much they were thinking about, what we had been talking about, maybe from a minilesson or a picture, but they were actually considering it even if it didn't show up in their writing at the end. Getting to spend time with them and build relationships, through that, it was really special. (interview, 06/13/2018)

Amber valued the interactions she had with students during conferring, so much so that she felt it was important to record what was happening during the conferences (interview, 06/13/2018). Amber took notes either during or right after each conference, creating a record of what she and the student talked about. This gave her not only a record but provided her with a tool to enter her next conference and have connected conversations calling on their previous conferences (see Figure 13). Lucía and Cameron also conferred with students, but it was Amber who habitually used the tool of a notebook to document this time that she spent with students.

Figure 13: Amber Conferring (with her notebook) with Two Students

Sharing Oneself with Students

One of the ways that Lucía and Cameron developed relationships with their students was by sharing personal information about themselves (e.g., Lucía, morning

meeting, 03/26/2018), integrating pieces of themselves during their student teaching (e.g., Cameron, transition, 02/15/2018), and literally putting themselves into their teaching and curriculum (Cameron, literature unit, Fall 2017). This enactment was most prevalent in Cameron's teaching and the data that follows is exclusively from her classroom. It was clear through Cameron's teaching and her responses during her interview that the relationships she cultivated with students were vital and that she relied on them. She said, "I feel like when you're willing to share pieces of yourself and you're willing to trust them with information about you because I feel like that's personal, and they trust you in return and share pieces of themselves" (interview, 07/16/2018).

From the moment Cameron joined the PDS, she wanted to share her love of music (interview 07/16/2018). Documented across several sets of field notes, she often held her ukulele in her hands before beginning a lesson, while students were in transition, and then when she was ready to begin she gently plucked a few strings (e.g., read aloud, 03/07/2018; transition, 02/15/2018). Cameron expressed, "I didn't end up quite doing what I wanted to, but that was okay because I feel like what we did together fit in this space" (interview, 07/16/2018). Cameron was able to "cushion things," incorporating jazz, classical music, and the sounds of Hawaii (e.g., field notes, 04/25/2018; interview, 07/16/2018). Cameron wanted to build relationships with students by sharing herself, and although she wasn't able to share her love of music in the ways she had hoped, she found ways that worked in Iris' classroom.

Another way that Cameron shared herself was through making her own connections to the curriculum. During Cameron's literature unit in the fall she made connections to the characters in the texts, modeling how she was processing the text. Cameron planned to personally relate to the characters of the text in hopes that the students would think about characters as real people—not solely characters in a book.

Cameron opened her read aloud unit (10/31/2017) by introducing a text called *My Name is Yoon* (Recorvits, 2014) about a young child who recently immigrated to the United States from Korea. "I want you to take a look at the cover and think about where our characters might be from. Maybe think about what language she may speak" (literature unit, 10/31/2017). Cameron introduced the book and then asked the students to speculate where the character may be from and what language she might speak, simply from the title and the image on the cover. In the next two utterances of talk, Cameron juxtaposed her previous statement by saying:

> You can't really judge someone by how they look. You can't judge where they are from. If I ask you where do you think I'm from, you can't really tell by looking at me. If I didn't speak, if I wasn't talking, could you tell what language I spoke.

Cameron moved beyond the cover of the book, beyond the text, by asking students to consider her, the human in front of them. She concluded:

> Telling your language, telling where a person is from is really hard by looking at them. That is something that I want you to think about throughout our books together. That you can't really judge a book by its cover, you can't really judge a person by how they look.

Cameron shared herself as an example in her teaching to make a connection the students could see. By making herself vulnerable and sharing herself, she hoped that students would be able to see that an assumption made about a book could also be made about people they encounter in the world (literature unit, Fall 2017). "I wanted to make it a point to connect the books to myself, offering the students an example of thinking aloud while also challenging them to see the characters as real people, not <u>just</u> characters in a book" (literature unit plan, Fall 2017). Cameron hoped that in sharing herself, she would support the students thinking to move beyond to the book to the greater world.

Problem Solving with Students

A final way that Cameron and Lucía formed relationships between themselves and students was by positioning the students as co-inquirers to try and find solutions to problems that arose. Cameron tended to solve the day to day problems that arose with students (e.g., field notes, 03/07/2018, 04/06/2018, 04/26/2018; interview, 07/16/2018), and Lucía used morning meeting to address problems (e.g., 02/12/2018, 03/26/2018). Below I share data from Lucía's classroom that exemplifies the ways that problem solving involved the community's input.

Lucía and Elena at times used community meetings as spaces to problem solve as a class. The students started each day by going to specials (e.g., music, art, PE) and upon their return there were several days that the students received negative reports from the specials' teachers (e.g., community meeting, 02/26/2018). On these days, the community spent a portion of their meeting working through the report and considering the students' and specials teachers' perspective (e.g., 02/26/2018). Lucía used inclusive language when problem solving with students: "We need to work on giving each other space," and "What should we do?" (02/26/2018). The use of *we* signaled to the students that the whole community was part of the process, and the teachers were part of that, these moments were about thinking forward together.

In a slightly different instance, the students were meeting to talk about their behavior over the past couple days when Elena had been out of the classroom and Lucía had been the lead teacher (03/26/2018). Elena started the meeting by expressing how important it was to be aware not only of your own learning, but the people around you too (community meeting, 03/26/2018). Lucia then shared her frustrations, she had been teaching and trying to help people understand a math problem, and the amount of side conversations were a distraction to her as the teacher and other students trying to listen:

Lucía: Y'all were all confused on a math problem and I was trying to explain it to you all and there were a lot of side conversations going on. I just couldn't do it. I repeated myself a ton and I was trying to help you not be confused, but there was so much talking that I just had to end it there.

Amelia: I couldn't even hear when you were talking.

Cate: I couldn't concentrate.

As Lucía expressed her frustrations and students began to chime in how the distraction had affected them. Lucía next lifted those students' comments and combined them with hers to show how the entire community was affected.

Lucía: So these are all things you should think about; our classmates can't concentrate when there is so much talking. Your teacher gets frustrated having to repeat the same thing over and over. I'm sure it's not fun for you to hear me say the same thing a million times. It's not fun for me so I know it must be annoying for you.

When Lucía shares again, she goes back and forth between expressing her own frustration and the students'. Further, she speculates based on how she felt in that moment how it might have felt for them. Lucía then calls on Aurora who had been waiting to speak, inviting her into the problem-solving.

Lucía: Aurora?

Aurora: Like whenever she explained and she said, "Do you need more help or do you want to do it on your own?" and a few people said they needed help but some people were saying, "No, no, we already get it." So, I don't know…

James: It's like, we know *you're* alright but there might be some other people who need help.

Elena: And that's the thing because we're all at different places, right? We want to make sure that people get the help without distractions. We're all here to learn, we're here as a team.

Aurora and James connected the conversation to the larger community as well. Aurora talked about how some people were saying we don't need help, but others said they did. Then James stepped in and built on her statement, saying that some people may understand but there are others who might not and so we have to think about everyone. Elena took the next turn, continuing to bridge the conversation to the wider community. By problem solving together, Lucía, Elena, and the students worked as a community to think through what had happened and how they were all affected. It is evident that Lucía valued the community because she shared not only her frustrations, but built the students' frustrations into her talk too. Next, I look across the preservice teachers' enactments, to share the asset-based and humanizing stance Amber, Lucía, and Cameron were relying on when they worked to build relationships and community with their students.

An Asset-Based and Humanizing Stance: Relationships with Students Are Vital to Teaching

"A humanizing pedagogy is rooted in the relationships between educators and students" (Salazar, 2013, p. 129) and includes respect, trust, active listening, compassion, interest in students' overall well-being (Bartolomé, 1994; Cammarota & Romero, 2006; Gay, 2010). All three preservice teachers built reciprocal relationships with students through their teaching. Both through instruction and informal interactions Amber, Lucía, and Cameron worked to build relationships and community in their placement classrooms, relying on perseverance when strategies they anticipated working to build relationships were more challenging than anticipated.

In order for teachers to focus on the whole human, they must connect with their students on a personal and emotional level (Cammarota & Romero, 2006; Huerta, 2011). Cammarota and Romero (2006) found that students were more willing and open with

them if they opened up and shared themselves with the students. Cameron had this aspiration. She wanted to know the students and share herself so that in turn the students would be willing to share themselves with her. She shared personal information about her family, her love for music, and the way she interpreted the curriculum she built for her students.

To teach from an asset-based and humanizing perspective, teachers must include the whole child in the classroom and curriculum (Salazar, 2013). Part of the preservice teachers' classrooms and curriculum were the ways that teachers and students solved problems in their classrooms. A way that Cameron and Lucía showed the students they trusted in them was by involving them in solving problems. These moments, specifically in Lucía's classroom, when working towards a solution as a community reflected what Tribes Learning Communities encourage: community problem solving, looking at all the members of the community perspectives, and working towards a solution that is mutually beneficial for all parties not just compliance to a teachers' requests (Gibbs, 2006).

Amber, Lucía, and Cameron's enactments illuminate layers of the asset-based and humanizing stance that relationships between students and teachers are important. The cross-case analysis revealed the ways that Amber, Lucía, and Cameron strived to build relationships and community during student teaching and illuminated their intent to do so, which was confirmed during their closing interviews. Through the teaching enactments of spending time and effort developing relationships and community, sharing themselves with their students, and engaging in problem solving with students, it was clear relationships were a vital part of their teaching—and without these relationships, they would not be able to engage students and encourage them to take risks and learn. The next asset-based and humanizing perspective I explore is the use of inquiry as an everyday part of teaching.

TEACHING REQUIRES INQUIRY

Literacy coursework throughout the hybrid literacy/ESL cohort likened the role of teacher to that of a researcher (e.g., Heath, 1983/2007; Moll et al., 1992; Owocki & Goodman, 2002). For example, in Ballenger's (2009) *Puzzling Moments,* she suggests the lens of a researcher for teaching, positions

> … children who are not doing well academically as puzzling, instead of fitting into a category of students "needing help" -- by puzzling and asking questions we can find that their ideas may challenge our own and our sense of what counts as relevant. (p. 2)

Looking across the three participants, it was evident that Amber, Lucía, and Cameron engaged in inquiry during their student teaching as a part of their pedagogy. During their interviews after student teaching, they each recalled instances when they inquired about students (e.g., Amber, 06/13/2018; Cameron, 07/16/2018), their own teaching (e.g., Amber, 06/13/2018; Lucía, 06/15/2018;), as well as themselves (e.g., Lucía, 06/15/2018; Cameron, 07/16/2018).

Inquiring About Students

Inquiring into students' lives, "delving into sociocultural aspects of children's worlds is important because it reveals much about their literacies and provides ideas for supporting their further development" (Owocki & Goodman, 2002, p. 16). Amber, Lucía, and Cameron all inquired into their students' likes, dislikes, histories, and preferences (e.g., Lucía, interview, 06/15/2018; Cameron, field notes, 04/25/2018). They did this in a variety of ways including taking an inquirer's stance in their teaching and asking questions instead of making assumptions. What follows is data that supports Cameron's role as an inquirer and how she understood this to be the only path forward after a particularly frustrating day.

Being an inquirer, asking questions, and seeking answers truly captured how Cameron approached each interaction, lesson, and the students she encountered. Cameron explained this in her interview:

> You have to be a learner of your students. You have to be observant to them, you have to know what they love and like, that in turn reflects how you teach and what you teach to them intentionally, purposefully. (interview, 07/16/2018)

Cameron often inquired into her confusion about students' behavior with Iris, however after one day when Cameron was teaching without Iris in the classroom she emailed Iris with a plan she wanted to implement with the students:

> It's important to me that we don't ignore the hardships of this day. I'm thinking of doing a gallery walk with posters, which list things like: Things I Wish My Teacher Knew, How can we improve as a community? When I feel ____, I need _____ from my teachers/myself. I feel _____ when our community is _____ because _____. (email correspondence, 04/25/2018)

The next day, Cameron stated she didn't want to ignore the problems of the day before, but think together about how they could work together (morning meeting, 04/26/2018). Cameron gave students sticky notes and then they (Cameron and Iris included) responded to the posters around the classroom (see Figure 14).

Later while the students were at special area classes, Cameron and Iris read the students' responses and thought together about how to use what they learned to guide their thinking moving forward (field notes, 04/26/2018; informal conversation, 04/26/2018). Using an inquirer's stance in her understanding of students' behaviors positioned her as a learner—coming together as a community to understand what everyone felt and needed.

Figure 14: Students Participating in Morning Meeting Activity and Artifacts

Inquiring About Teaching

When teaching does not go as one anticipates, there is often much to reflect on (Wetzel et al., 2017). These opportunities for reflection presented themselves for all three preservice teachers as they engaged in inquiry of their own pedagogies with their cooperating teachers during coaching cycles and in their day-to-day interactions. During their interviews, Amber, Lucía, and Cameron all noted these coaching conversations as helpful (Amber, 06/13/2018; Cameron, 07/16/2018; Lucía, 06/15/2018). In the two instances below, I focus on how Amber and Cameron described the cooperating teachers' support of their teaching.

Amber's classroom spent dedicated time each day preparing for the state standardized tests. When Amber began teaching during this time she utilized district

provided materials and felt overwhelmed by the amount of copied paper (interview, 06/13/2018). Amber wondered if these materials were effective or if should question them. One of the ways Erin supported Amber's inquiry about teaching was to help her think through the district's materials by asking questions, "Erin helped guide me and think about like, do I need to be picking up all these worksheets? What are you [Amber] using these worksheets [for]? Like, do I need them? Do they [the students] need them?" (interview, 06/13/2018). Amber tried alternative ways to structure test preparation including PowerPoints, stations, and table activities with manipulatives (interview, 06/13/2018, test preparation, 03/19/2018). She decided to make this shift in participation structure[8] because she wanted to "make it more interesting because we had stacks and stacks of worksheets and I was like, what do I do with all this?" (interview, 06/13/2018). Asking questions of the district's supplemental materials revealed how Amber thought about teaching (i.e., the many possibilities for teaching, inquiring into what is best for students). Next, I share how Iris' coaching helped Cameron inquire into her pedagogy in an unexpected way.

Cameron described how Iris' coaching was not what she expected, but did support her in thinking deeply about her teaching. When Cameron would have a frustrating moment or a moment of uncertainty about a student, Iris would stop, listen, and respond, but not provide a "fix" that Cameron was looking for (interview, 07/16/2018). One day Cameron was feeling frustrated by a student who expressed self-doubt about reading and writing and Cameron didn't know what to do so she asked Iris for advice.

> And she [Iris] would say, 'Oh, we're just going to love her so much today and we're just going to love her and love and just love all day. Like if she like talks like that, we're just going to love her. (interview, 07/16/2018)

[8] Defined in Chapter 4 as the expected roles and behaviors from students during a literacy event

Although Iris' answer was unexpected, she told Cameron what she planned to do, modeled for Cameron what she was thinking, and in her explanation, uses the collective pronoun of we, including both herself and Cameron in the action plan. Cameron explained the stress she felt in Iris' response, "In my head I was like, wait, that's not the fix I was looking for. Tell me what to do. But, and then watching her like quite literally love on students so much, that inspired me" (interview, 07/16/2018). It was through Iris' coaching and modeling, that Cameron inquired more deeply into teaching rather than learning a quick fix. At first, feeling puzzled by Iris' response, Cameron watched and noticed the outcome, illustrating how this unexpected inquiry led to learning.

Inquiring About Oneself

Lucía and Cameron both expressed how they learned about themselves through the student teaching process. For Lucía, her inquiry and learning came directly from experiences working with students and reflecting on her personality (interview, 06/13/2018). For Cameron, her inquiry and learning came from an unexpected difference in teaching style between Iris and herself and the self-identified development in her teacher identity (interview, 07/16/2018). I have no doubt that Amber too, learned about herself throughout student teaching, however she did not make statements about the learning she did in that regard, rather about herself growing as a teacher (interview, 06/13/2018).

Lucía expressed repeatedly how aware she was that she was learning from her students (interview, 06/15/2018). She had a responsibility to her students and because of that she learned about herself in the process.

> I was constantly motivated to keep improving on things. So then I realized that about myself too, that I cared a lot about it [teaching]. I guess just seeing like that I can be influenced by my students and that seems to like...that I guess the way I

> learned about myself is like how much responsibility you have with the kids because they see you kind of like a parent in a way, you know what I mean? Because you're with them all the time and they rely on you a lot about their emotions. (interview, 06/15/2018)

Her responsibility towards her students stemmed from the care that she had about teaching and her students, moreover she recognized the influence that they had in her feelings. The expectation that she held for herself she compared to a parent, being emotionally available and tuned in. Throughout student teaching Lucia learned about herself and the effects she had on her students, seeing changes that she made in herself reflected in the classroom.

> So like my organization, seeing that it doesn't just affect my life because I hate being disorganized, you know, I hate that about myself. And I also realized my students hate that too and it just makes everyone's life easier if you know for myself, and if I'm a better person, I'll be a better teacher for the kids too. So like once I started becoming a little more organized than like having things planned out for the kids, I feel like that completely changed our day to day. (interview, 06/15/2018)

Because Lucía could see the direct changes in her behaviors reflected in the classroom, she felt it was her responsibility to try to be a "better person" because she would also be a "better teacher for the kids." Student teaching for Lucía revealed a new identity for her, a teacher identity, that had to move past personal shortcomings and consider what would be beneficial for students.

> I guess I'm a negative Nancy. I'm always negative. I hate that, oh well. But as a, as a teacher, you know, I learned that I didn't have a positive style and I guess I did it for the kids, I do it for the children you know. They make me feel more positive, you know, because I don't want to be a gray cloud around them, you know what I mean? It showed me a different side of myself too, the light side I guess, of being with kids and what they bring out of you. (interview, 06/15/2018)

Lucía reflected on herself noting that she did not have a positive style and that affected who she was as a teacher. Her interactions with the students provided an impetus for change and thus a new perspective of herself. Next, I look across Amber, Lucía, and

Cameron's enactments, to understand the asset-based and humanizing stance they used while engaging in inquiry about their students, their teaching, and themselves.

An Asset-Based and Humanizing Stance: Teaching Requires Inquiry

At the end of student teaching, Amber noted how knowing her students as individuals with lives outside of school informed her teaching, "I think it's important to recognize that that [what goes on outside of the classroom] definitely affects the way that they learn and what they want to write about or read about or talk about" (Amber, interview, 06/13/2018). Both Cameron and Lucía relayed similar messages in their closing interviews (Cameron, 07/16/2018; Lucía, 06/15/2018). Randy Bomer (2011) wrote:

> Our teaching can be most powerful if it is undertaken with students experiencing the classroom as including space for the details of their existence, rather than blurring their individual faces into a vague generalized identity of "student." (p. 21)

At the end of the study, Lucía expressed how it was not only her job, but her responsibility to understand each of her students:

> They're different people, because even though you're their teacher, like you just can't be *the* teacher to each of them, like you have to be a different version. Like you're like the main teacher, but then you also become like the one on one teacher to all of them. (06/15/2018)

If teachers are to understand their students as individuals, then a goal must be to understand students as individuals with lives that exist outside the classroom (Bomer, 2011; Moll et al., 1992) and become informed teachers of each student.

Earning a teaching degree is just the beginning of a commitment to lifelong learning. Freire (1998) posits that working as an educator is a commitment to continued practice of educating the self—knowing that learning and teaching must go hand in hand.

Amber, Lucía, and Cameron all engaged in inquiry as they taught, engaging in their commitment to continued learning. With each school year, each unit planned, in fact each lesson taught, teachers continue to learn as educators. In the cases of these preservice teachers, cooperating teachers, who we hope were willing to engage in this same type of inquiry into their own teaching supported the preservice teachers' inquiry. "Teachers working from an inquiry stance begin with what they [teachers] know and juxtapose this knowledge with new perspectives--coming to new insights while continuing to ask more questions" (Flint, 2008, p. ix).

By asking questions about students and teaching, educators look for answers that match their students and can challenge their own ideas (Ballenger, 2009; Bomer, 2011; Johnston, 2012). As the preservice teachers engaged in this process, they specifically named ways they were looking at themselves differently. Cameron began to see how her "teacher identity" was taking shape as she negotiated her experiences during student teaching with her own ideas and beliefs (interview, 07/16/2018). Lucía turned the lens on herself, considering who she was as a person and how that mattered for her students. Britzman (2012) reminds us that teachers are always becoming with many experiences influencing this development: schooling experiences, teacher education preparation programs, working with students in the field during practicum experiences, and teaching independently—a teacher's journey of learning is never over.

Amber, Lucía, and Cameron used inquiry to continue to learn and grow throughout student teaching, positioning themselves as learners. Through their teaching they inquired about students, their teaching, and themselves which illustrated their asset-based and humanizing stance towards themselves in that they understood they were still becoming. Amber, Lucía, and Cameron believed their learning was incomplete, and it was their responsibility to ask questions and learn about their students, their teaching, and

themselves. The next asset-based and humanizing perspective I explore is that teachers must be responsive to their students.

STUDENTS INFORM TEACHING

When teachers know their students, they can better teach them—knowing students' life experiences and knowledge is important to teachers' and students' learning (Bartolomé, 1994). This perspective builds on the previous, inquiry as a part of teaching. In order to know your students, you must inquire into who they are as people.

Lucía explained that she had to know each of her students in order to be their teachers, because "they're different people" (interview, 06/15/2018). Amber expressed similarly, "I think that all students have very different backgrounds from each other and that's a good thing and that should be enhanced in the classroom" (interview, 06/13/2018). This acknowledgement that students' lives and personalities mattered for teaching is imperative to this perspective. As with each of the perspectives I have presented, Amber, Lucía, and Cameron all enacted teaching that exemplified how teachers need to be responsive, but in very distinct ways. Amber and Lucía leveraged students' lives as resources for learning through an essay writing contest about barriers (e.g., Amber, writing minilesson, 02/16/2018). All three preservice teachers either built curriculum or found resources for students based on their interests or what they perceived as the students' needs (e.g., Cameron, field notes, 04/05/2018). Lastly, Amber, Lucía, and Cameron all differentiated (Tomlinson & Moon, 2013) or individualized their teaching, (e.g., Amber, interview, 06/13/2018; Cameron, morning meeting, 04/26/2018; Lucía, field notes, 05/04/2018).

Leveraged Students' Lives as Resources for Learning

"Understanding the experiences and knowledge that children bring into the classroom enable teachers to appropriately design and implement a reading and writing curriculum that will best meet the individual and varied needs of the students in the class" (Flint, 2008, p. 60). Amber used her knowledge of students to guide her planning and teaching during a writing unit structured around an essay contest, Breaking Barriers, in which all fourth graders at Turner Grove Elementary participated. Hosted by Scholastic, the contest was "for diverse students of all backgrounds in grades 4–9 to share their personal stories about how they use Jackie Robinson's nine values to face their own barriers" (Scholastic, n.d.). The contest structured Amber's (and Lucía's) unit providing a writing prompt (requiring students to talk about barriers in their lives), a word count, and Jackie Robinson's nine values; however, Amber was able to leverage what she knew about students' lives in her teaching.

When meeting in small groups to explain the contest, Amber explained that they were going to be "writing about something that has happened to them" (writing minilesson, 02/16/2018) and "to narrow down what you have to a specific moment, [something] that happened to you in your life" (writing conference, 02/16/2018). As she supported students in writing essays for the contest, she simultaneously acknowledged that students' writing was not isolated to that moment of time, but rather was impacted by the students' lived experiences. As Amber worked with students, she named specific events that she knew had happened in students' lives: Tommy moving to Germany or a student moving to a new school as an example of using persistence, or doing what you had to do instead of being upset about it (writing conferences, 02/16/2018, 02/21/2018).

To build on what Amber learned about students' lives as she worked with them, she asked how ideas in their writing connected to each other, for additional details, and

posed questions that a reader of their essay might ask (e.g., writing conferences, 02/16/2018, 02/23/2018). The essay was for a contest, but in essence the students' lives became part of the curriculum in conjunction with the conventions of the essay—the students were telling *their* stories.

Built Curriculum and Found Resources Based on Students' Interests and Needs

"We need to know what students know and how they think about literacy in order to help make connections to new ideas and practices" (Bomer, 2011, p. 21). Bomer reminds us that we need to understand what students know in order to teach them. Below I provide two illustrative examples of how Amber and Lucía built curriculum and found resources for their students based on what they knew about their students as learners. Amber, through her conferring during writing, consistently learned about her students as writers and built future minilessons from that information. Secondly, I provide an example from Lucía's classroom when she engaged in an inquiry with students about the treatment of animals at the circus. Both illustrate how the preservice teachers' enactments emerged from what they learned about students.

As Amber worked with students on their writing, she observed what they were doing in their notebooks and would draw on information that she acquired during conferring to inform her future minilessons and teaching. For example, after introducing the writer's notebook Amber found that many students enjoyed drawing pictures, however she and Erin expected students to also write printed text in their notebooks (informal conversation, 03/21/2018). Amber valued the practice of drawing and wanted students to be able to use illustrations, but did not want their work to be exclusively illustrations. Because Amber wanted students to be able to use artwork, she worked to find ways to allow students this option (exit interview, 06/13/2018; informal

conversation, 03/21/2018). Amber introduced a variety of texts, both fiction and informational (see Figure 15), during minilessons to talk about different types of illustrations that enhanced the author's message (e.g., minilesson, 03/19/2018, 03/21/2018, 03/22/2018). Amber introduced diagrams with labels, by selecting a specific part of a text to share with students and explicitly talked about what the illustrator was doing in their work (e.g., informal conversation, 03/21/2018; minilesson, 03/21/2018). In another instance, Amber read part of a nonfiction text about animals and explained how the illustrations added additional meaning to the text (minilesson, 03/22/2018). Amber grappled with her desire to value what students brought to the classroom within a larger Discourse of school that presupposes that students in fourth grade should be producing printed text in their writer's notebooks. Amber negotiated this tension by teaching minilessons that connected what the students wanted to do (draw in their notebooks) with what she felt pressured to ensure they were doing (writing text in their notebooks).

Figure 15: Amber Reading *Dream* (Cordell, 2017) During a Writing Minilesson

Lucía also built curriculum based on what she learned about the students while reading the novel *The One and Only Ivan* (Applegate, 2012). The students in Lucía's class became enraged at the treatment of the silverback gorilla, Ivan, who was kept as a tourist attraction at a mall. Because the students felt so strongly, Lucía asked for their

questions (community meeting, 03/28/2018) because when we read a book "it's based on things that happen in the real world" (interview, 06/15/2018), she wanted to illustrate this connection for students. During a community meeting, Lucia shared prepared pictures related to the treatment of animals at the circus, showing how they learned to do tricks (03/28/2018). Below is a short excerpt of this discussion. In her turns, Lucía invited students' voices and built on what the students were saying continuing to, in the moment, expand the curriculum based on what the students said.

Lucía: Alright, so, today I want you all to look at these pictures. These are elephants at the circus. [Look at this first picture] (elephant standing on a barrel).

SS1[9]: [They look huge.]

SS2: [Oh my gosh!] ((Gasping))

Lucía: Look it is balancing on the barrel. Sometimes they even stand on a small little stool, like this one right here. How do you think that is for the elephant?

SS: Scary!

Lucía: It's probably scary. Think about it, how much does a baby elephant weigh? Do you remember when I wrote that on the board?

SS: 200 pounds

Lucía: Do you remember how much an adult elephant weighs? Yes, it can go all the way to 14,000 pounds. So, think about how heavy this adult elephant is and it's having to put all of its weight, it's focusing all of its weight to balance on the barrel.

[…]

SS: It's doing a headstand!

Lucía: Tell us Gretchen, how they are doing a headstand?

[9] Students whose voices were not distinguishable are identified with SS. If indistinguishable students spoke back to back, I numbered the students by their turn [i.e., SS1, SS2].

Gretchen: They are putting all their weight onto their front, you can put a little weight on your head and most of the weight on your hands, but it's really hard to do a headstand when you weigh a lot.

Lucia: Right now, Gretchen probably has a breeze doing handstands, right? But imagine this elephant, it weighs up to 15,000 pounds. Do you think it is easy for them? Look, all their weight is on their trunk and their front two legs.

Though Lucía used her knowledge about her students' interests in her teaching in a variety of ways, this example explicates not only her planning and preparation to do so, but her in-the-moment decision making, inviting student talk and building on what they say and what she knows about students (e.g., Gretchen being a gymnast). Lucía created a new curriculum, learning about the treatment of animals in the circus, to help students understand that what they read about in the novel was happening in the real world too (e.g., community meeting, 03/28/2018; interview, 06/15/2018). The curriculum Amber and Lucía built for their students emerged from their interactions with them and the ways in which they took up their input as valuable.

Differentiated Instruction Based on Students' Ways of Being and Learning

Teachers who use a humanizing pedagogy believe that students may differ in how they learn, but not in their ability to learn (Huerta, 2011). Understanding that students may differ in how they learn means that teachers must also "understand there is more than one way to approach teaching" (Flint, 2008, p. ix). Building on inquiry, teachers watch and learn from their students, "mak[ing] professionally informed teaching decisions based on data they collect" (Owocki & Goodman, 2002, p. 3). Each of the three preservice teachers were responsive to their students and differentiated their teaching by treating their students as individuals and knowing their academic and social needs varied

(e.g., Amber, interview 06/13/2018; Cameron, field notes, 02/15/2018; Lucía, field notes, 03/29/2018).

Lucía was highly aware of her students' learning and personality differences and, while she planned, she considered how she was going to meet each of their needs, thinking "What am I going to do to also advance his thinking, what am I going to do for this kid, this kid?" (interview, 06/15/2018). She knew the intricacies of her students like Phil and Dexter who were always creating things with their hands and Jason who liked to move around; she would consider, "with students like that, helping them draw pictures of different things and make it [learning] more fun and understandable for them" (interview, 06/15/2018). Then there were students, like Amelia, who liked to understand the technical vocabulary and its use (interview, 06/15/2018). Lucía recalled a course she took during her PDS and related her learning about her students to more than just knowing them, it was learning about their patterns of thinking:

> We talked a lot about that [patterns of thinking], like thinking about like why do they think of numbers in that way? So that was really cool to me. So, then I thought about like, well how do they learn in all subjects? You know, what's their thinking path for every...for math or reading or science. (interview, 06/15/2018)

By understanding her students as individuals and considering what she learned about their patterns of thinking, "whenever I'd be teaching and everything, okay, so we're doing this activity that I would either change some things, add more things, like what can I do that will make it move here?" (interview, 06/15/2018). During planning and teaching Lucía considered how her decisions mattered for each of the students she taught, their different ways of learning, and their personal styles were important to consider. Next, I look across the preservice teachers' teaching to share the asset-based and humanizing stance the preservice teachers drew on to understand how their students informed their teaching.

An Asset-Based and Humanizing Stance: Students Inform Teaching

Teachers "create learning environments in which school practices connect with children's personal and social worlds" (Owocki & Goodman, 2002, p. 21). As we saw in Amber's writing unit, she worked to make the students part of that process, first by leveraging their lives as resources for the students to draw on and also from listening and learning from students during conferences to continue to build her teaching based on what she learned about them. "If students are encouraged to speak on what they know best, then they are, in a sense, treated as experts" (Bartolomé, 1994, p. 188) who are working together with the teacher to refine their knowledge. With this perspective, it becomes impossible to teach without students because teachers must rely on them to be experts and to share what they know so they can plan forward based on that knowledge.

Students are resources for teaching; they present what they are interested in and further what they need to be successful. "We learn from stopping time and come to see powerful thoughts in puzzling moments and in expanded talk, we realized that there was curriculum there if we could only grasp it" (Ballenger, 2009, p. 7). Lucía's example of building curriculum from her read aloud illustrates what Ballenger (2009) is talking about— "the curriculum is there if we could only grasp it"—because Lucía took the stance that her teaching should emerge from the students. The curriculum was there, the students talked about the mistreatment of animals; Lucía identified this and lifted it as part of the learning and teaching that happened alongside the novel. "A rich [meaningful] experience is one that is socially and culturally meaningful to the children having the experience" (Owocki & Goodman, 2002, p. 5).

Each of the preservice teachers saw the individual students in their classroom, students with varied lived experiences, cultural backgrounds, and learning styles. With each of the preservice teachers, assessment was key. All three preservice teachers used

informal assessments such as writing conferences, informal conversations, and classroom observations to understand their students and to know how their teaching should proceed. By understanding and learning what was important for each of their students as learners, they avoided looking for one perfect teaching method or curriculum, rather they understood that teaching was adapting in response to their understanding of what was happening with students (Duffy & Hoffman, 1999).

The next chapter presents a discussion of my dissertation. I include a summary and discussion of the importance of my findings, the limitations of my research, as well as implications for teacher education and future research.

Chapter 6: Discussion and Implications

Deficit thinking negatively impacts students and teachers and is perpetuated through language, policy, and cultural practices in educational spaces. This study focused on preservice teachers' ways of seeing students and engaging in asset-based and humanizing teaching pedagogies. I argue that their asset-based and humanizing stances towards students influenced their pedagogy during student teaching, and further, that preservice teachers need experiences to construct asset-based understandings of students grounded in assessment and acknowledging students' strengths (Bomer, 2011; Salazar, 2010; Solórzano & Yosso, 2002). Students' lives include different cultural, linguistic, and social practices that are valuable and contribute to the ways students live and experience the world (e.g., Gutiérrez & Rogoff, 2003) while schools and society prefer certain cultural, linguistic, literacy, and social practices over others (e.g., Kinloch, 2010; Kirkland, 2013; Lee, 2015; Sarroub, 2005).

As a teacher educator, researcher, graduate student supporting preservice teachers in the field, and a former elementary school teacher, I have seen the effects of deficit thinking in school culture and pedagogy, how it is hidden in language and policy, and also felt its influence on my own pedagogical decisions (Valencia, 1997/2010; Weiner, 2006). As teacher preparation programs prepare teachers for the classroom each year, it is important to call attention to the power of deficit thinking and how it influences preservice teachers both covertly and overtly.

Bomer and Maloch (2019) call our attention to the complexity of literacy teaching:

> Literacy teaching is not (just) about building up a set of pedagogical skills or accruing certain knowledge about the reading and writing process; instead, it is about engaging in a social practice. That means engaging with children over time

> and with appreciation for the literacies they bring with them from home and community. (Bomer & Maloch, 2019, p. 2)

Literacy teaching is more than a list of pedagogies to used in classrooms or understanding how reading and writing develop; it is understanding that literacy is socially embedded in individuals' lives and the world. Engaging with students over time helps teachers to understand the literacy practices students bring with them to school and where instruction should begin. Owocki and Goodman (2002) posit, "Effective teachers consciously consider what they believe about language, learning, and children, and their worlds" (p. 3). Further, scholars have brought attention to the abundance of focus on teachers' knowledge of content and pedagogy at the expense of focusing on attitudes and perspectives, which influence the effectiveness of their pedagogy (Bartolomé, 1994; Huerta, 2011; Salazar & Fránquiz, 2008; Villegas & Lucas, 2002).

Scholars have studied the efforts of teacher education programs to support preservice teachers' development of asset-based and humanizing stances towards students and the ways in which coursework can broaden preservice teachers' thinking (e.g., Lazar, 2007; Miller, 2009; Wiseman, 2014). Practice-based methods of learning such as coursework paired with practicum experiences provide preservice teachers space to integrate personal, practical, and professional knowledge in teaching (Duffy & Atkinson, 2001; Worthy & Patterson, 2001) and experiences teaching inside of field-based classrooms (e.g., Haddix, 2013; Kaste, 2001; Wolfe, 2010) with the support of cooperating teachers (Ferguson & Brink, 2004; Hill, 2012).

Research has also illuminated how preservice teachers construct asset-based and humanizing stances of students before they enter field experiences. In coursework that included field experiences, preservice teachers took up asset-based and humanizing ways of talking and thinking about students (e.g., Lazar, 2007; Mosley, 2010) and understood

that students were connected to complex social and cultural networks (Barnes, 2006). Other scholars argue that prolonged engagement in field settings is necessary for preservice teachers to form personal relationships with students (Worthy & Patterson, 2001). With the majority of research on literacy preservice teachers' teaching experiences taking place during coursework, there is a need for research about how preservice teachers entering student teaching continue to develop and sustain asset-based and humanizing stances developed during coursework and related practicum experiences. More research is needed to understand how preservice teachers apply teaching strategies learned during coursework, learn from their cooperating teachers and students, and continue to develop their teacher identity.

Although scholarship on preservice teachers' student teaching exists, the process of understanding literacy and learning to become a literacy teacher is complex and full of intricacies not easily revealed without a deep contextual understanding of the spaces preservice teachers learn to teach. Reviews of research have been conducted to understand preservice teacher preparation; however, a common implication in many of these reviews is a call for research that explores the deeper contextual understandings of their experiences during student teaching to fully understand the complexity of their teaching and the interactive and social nature of their developing practices (Clift & Brady, 2005; McIntyre et al., 1996; Risko et al., 2008; Wideen et al., 1998). My study took place in "real classrooms, [where] the idealized readings and theories about literacy come face-to-face with real children and teachers with real institutional constraints and pressures" (Bomer & Maloch, 2019, p. 3). These "real classrooms" provided rich, contextual insight into the ways these preservice teachers saw their individual students, negotiated challenges they encountered, and taught literacy from an asset-based and humanizing stance towards students.

In this chapter, I revisit my findings and discuss their importance to the field. Then I address implications for both teacher education as well as future research, and I conclude with the limitations of this work.

A Contextual View of Asset-Based and Humanizing Pedagogies During Student Teaching

In Chapter 4, I shared my findings related to the ethnographic data collected during Amber, Lucía, and Cameron's student teaching answering my first research question: What are the contexts of the student teaching classroom and how do they influence preservice teachers' asset-based and humanizing pedagogies during student teaching? I presented findings related to each participant focusing on the contextual factors of their asset-based and humanizing teaching enactments. I found across the three preservice teachers that the context of each classroom (e.g., literacy events[10] and the nature of the relationship with their cooperating teacher) influenced their teaching decisions. I also established that Amber, Lucía, and Cameron all enacted asset-based and humanizing pedagogies through their teaching; however, the ways in which they enacted them differed across the contexts and different literacy events.

Coaching Relationships

Bomer and Maloch (2019) write, "It is important for preservice teachers to have opportunities for field experiences in high-quality placements with responsive and substantive facilitation by a more experienced other" (p. 2). The three cooperating teachers in this study were all engaged in a masters program focused on coaching and supporting preservice teachers. As illustrated through the data, the ways in which Erin,

[10] As defined in Chapter 2: the observable, formal and informal ways to make meaning from text for social interaction (Barton & Hamilton, 1998/2012; Heath, 1982; 1983/2007).

Elena, and Iris took up coaching differed, however each of the preservice teachers concluded their experience saying that their relationship with their cooperating teacher was influential in their work.

When asked about Amber and Erin's relationship, Amber talked about the ways that Erin was constantly coaching her in the classroom having side conversations (huddling[11]), guiding her to think through curriculum, shadowing[12], and also helping Amber think and consider things about her teaching that she hadn't thought about before such as really paying close attention to the students during Amber's teaching. Amber noted that another thing she learned from Erin was being "in tune with the students" (interview, 06/13/2018), noticing that when things felt off to Erin she would stop and talk with the students. Amber attributed her learning from Erin to her desire to build relationships with her future students through incorporating morning meetings to accomplish this goal (interview, 06/13/2018).

Lucía saw Elena as her co-teacher, and it was common for them to engage in "tag team" teaching (Lucía, interview, 06/15/2018). Lucía and Elena's shared characteristic of shyness allowed Lucía to connect with her cooperating teacher, understanding that hesitations she felt in opening up and being vulnerable were shared, not just hers (interview, 06/15/2018). Elena reciprocated the coaching practices that Elena asked Lucía to engage in, such as coaching cycles or jumping into her teaching. Lucía noted these as spaces of both vulnerability and learning—the willingness of Elena to take risks made Lucía feel safe "mess up" (Lucía, interview, 06/15/2018). By taking risks in her teaching,

[11] As defined in Chapter 4: a short in the moment discussion to make decisions or share ideas (Soslau et al., 2018; Tobin et al., 2003)

[12] As defined in Chapter 4: physically positioning the preservice teacher at the front of the room side by side the cooperating teacher to provide her with cooperating teacher's perspective (Wetzel et al., 2017)

side by side with Elena, Lucía noted that she grew; in fact she grew along with Elena and the students (interview, 06/15/2018).

Cameron made sense of her time in Iris' classroom and their relationship by noting that there were things she learned that she wanted to take up in her future teaching and others things that didn't align with her thinking. Similar to Burnett and colleagues' (2015) findings, Cameron developed a personal and professional stance on literacy teaching when experiencing tensions. Cameron's beliefs, although challenged in ways, shaped her identity that continued to develop over time during her student teaching. Cameron acknowledged the different places she saw as informing her beliefs: from Iris, "what I observed *her* doing" and "I observed so much of *her* doing that," from their joint effort, "what *she and I* kind of built together," and finally herself naming her own role in the development of her identity and the value she places on relationships because it is "*who I am and what I do*" (interview, 07/16/2018). Cameron was appreciative of Iris and through identifying what she saw as alignments and tensions, was able to verbalize what she wanted for herself as a teacher

Amber, Lucía, and Cameron all expressed that the relationship with their cooperating teachers were important for them moving into their own teaching. Amber's relationship with Erin influenced the kind of relationships she aimed to have with her future students. Lucía's relationship with Elena helped her to be vulnerable during student teaching, allowing her to grow alongside Elena and the students. Cameron was able to distinguish how all her experiences with Iris were important, allowing her to decide what aligned with her beliefs and identity and what did not. Bomer and Maloch (2019) wrote, "If we are to mediate and develop preservice teachers' notions about children in ways that orient them toward socioculturally rich understandings of children and schools, opportunities to engage in practice with the support of knowledgeable others

are vital" (p. 3). Bomer and Maloch (2019) remind us that knowledgeable others are important, and aligning with Ticknor and Cavendish's (2015) findings that relationships offered critical support in the construction of professional identities for preservice teachers, relationships allowed for support of vulnerability and taking risks in teaching for Amber, Lucía, and Cameron.

Literacy Events

Although many of the literacy events identified in these three classrooms carried the same label, they each had different participation structures[13] and goals. It is not surprising that these events varied across spaces, as each of the classrooms' students, teachers, and schools varied racially, linguistically, and culturally. What is important to understand from the analysis of literacy events is that as preservice teachers enter into coursework they are learning terms for literacy events such as read aloud, writing workshop, etc. and these events can actually look quite different depending on their context. For example, during coursework Amber, Lucía, and Cameron read the same articles and chapters about read aloud (e.g., Nichols, 2006), however, when they entered into the classroom, the way their cooperating teachers took up read aloud varied. The preservice teachers had to negotiate their understanding of read aloud from their coursework, past experiences in schools, their own experience as students, and additionally their cooperating teacher's enactment of the literacy event.

Looking across the participants, there was variation in how the preservice teachers took the lead in the literacy events as they began to engage in and plan for teaching. There were reasons why this variation existed; for example, a predetermined curriculum designed by the grade level team at the beginning of the year (Amber, interview,

[13] As defined in Chapter 4: the expected roles and behaviors from students (Cazden, 2001)

06/13/2018). At times, the preservice teachers did not question or deviate from the planned curriculum of the classroom. Other times, as in Lucía's curriculum on animal cruelty in the circus, Elena provided space for Lucía to construct and enact curriculum based on learned students' interests (Lucía, interview, 06/15/2018). As Cameron took the lead in planning she experienced tension because she wanted to make sure what she was doing fit into Iris' classroom. Although I never directly saw Iris tell Cameron she couldn't do something, more than once Cameron said she wanted to make sure that her teaching fit into Iris' vision (interview, 07/16/2018), aligning with the experience of Erica in Sydnor (2014) who also felt tension between what she wanted to do in her teaching and what she actually decided to do.

Literacy events of the classroom spaces were the context for the preservice teachers' literacy teaching. It was within these events that instruction was planned and enacted by the preservice teachers, which leads us to the preservice teachers' asset-based and humanizing pedagogies.

Enacting Asset-Based and Humanizing Pedagogies During Student Teaching

Many studies have shown that field experiences serve as spaces to demonstrate and apply knowledge learned in coursework (e.g., Brannon & Fiene, 2013; Morgan et al., 2011). For example, Luttenegger (2012) concluded that preservice teachers approximated teaching metacognitive reading strategies when course content and field placement were in alignment and when assessments of preservice teachers' learning took place. I argue that field experiences, such as student teaching, can be more than a space to approximate learning from coursework or evaluation, but rather provide a space for preservice teachers to learn through practice (Zeichner, 1996) and look to students for feedback on their teaching. Instead of looking at the preservice teachers' approximations of teaching

pedagogies learned in coursework, I focused on how Amber, Lucía, and Cameron taught literacy and used a lens of asset-based and humanizing pedagogies introduced during coursework to interpret their teaching.

Emerging from theory, the four overarching asset-based and humanizing pedagogies used to interpret emerging codes during data analysis included: students are knowledgeable others (e.g., Banks, 1993; Fránquiz & Salazar, 2004; Gay, 2010; Ladson-Billing, 1995); relationships between educators and students are important (e.g., Bartolomé, 1994; Cammarota & Romero, 2006; Salazar, 2013); inquiry is part of teaching (e.g., Ballenger; 2009; Freire, 1998; Moll et al., 1992); and teaching should be responsive to students (e.g., Huerta, 2011; Salazar & Fránquiz, 2008; Zisselsberger, 2016). Although Amber, Lucía, and Cameron all enacted these pedagogies through their teaching, the way they enacted these pedagogies differed due to the contexts of their teaching, the relationships they had with their cooperating teacher, and also their own identities illustrating there is no correct or perfect method for enacting these pedagogies during teaching.

MOVING FROM ASSET-BASED AND HUMANIZING PEDAGOGIES TO ASSET-BASED AND HUMANIZING STANCES

In Chapter 5, I shared my findings related to the preservice teachers' asset-based and humanizing pedagogies to illuminate their asset-based and humanizing stances towards students by answering the research question: How do preservice teachers' pedagogical enactments exemplify asset-based and humanizing stances of students? Instead of looking at each case, I conducted a cross-case analysis to understand how the three preservice teachers' enactments exemplified their asset-based and humanizing

stances. I briefly review the findings from Chapter 5 and then move into a discussion of the findings' relevance to theory.

Students Are Competent Learners, Thinkers, and Humans

This asset-based and humanizing stance involved teaching enactments such as noticing and naming, making space for students' voices, and encouraging multilingualism. This stance is rooted in the belief that students are able to learn and think, and have valuable assets to contribute to their learning (Bomer, 2011; Huerta, 2011). Humanizing pedagogies acknowledge the existence of the whole person (Salazar, 2013) and when encouraging students to use their voices or languages, teachers allow students to transmit their culture into the classroom space—positioning students as knowledgeable and their language as valuable (Salazar & Fránquiz, 2008).

Relationships Between Educators and Students are Important

Humanizing relationships between educators and students include respect, trust, active listening, compassion, and interest in students' well being (Bartolomé, 1994; Cammarota & Romero, 2006; Gay, 2010). As the preservice teachers entered their student teaching classroom, they saw the cooperating teacher interacting with the students and over the course of a school year had the opportunity to grow relationships between themselves and their students. This stance involved dedicating time to building relationships and community with students, engaging in reciprocal practices like sharing oneself, and approaching community problems together as a space of shared inquiry.

Inquiry is Part of Teaching

I connected this asset-based and humanizing stance to the idea that as a teacher, you are not an expert, but rather a forever learner. Three aspects of this stance that

Amber, Lucía, and Cameron illuminated through their teaching was inquiry about students, teaching, and themselves. Teachers who enact a humanizing pedagogy respect students' cultures, values, beliefs, histories, and experiences (Huerta, 2011) and incorporate their languages and culture into the curriculum (Salazar & Fránquiz, 2008). The way in which teachers learn about these aspects of a students' life is through inquiry—and if teachers are to include students in their classroom and teaching, then inquiry is a necessity.

Teachers Should Be Responsive to Students

This asset-based and humanizing stance centered around the necessity for teachers to know and understand their students in addition to being responsive. Side by side with this stance is the previous, being an inquirer, which must come first. To teach your students is to know your students. This stance involves teaching enactments such as leveraging students' lives as resources for learning, building curriculum and finding recourse based on students' interests and needs, and differentiating instruction based on students' ways of being and learning.

Moving From Preservice Teachers' Enactments to Asset-Based and Humanizing Stances Towards Students

Next, I return to Salazar's (2013) five key tenets required for the pursuit of humanity through a humanizing pedagogy; each tenet represents theoretical assertions that ground humanizing pedagogy in scholarship. In the following discussion, I rely on these tenets as an organizing structure to discuss the preservice teachers' asset-based and humanizing stances towards students.

This first tenet, "The full development of the person is essential for humanization" (Salazar, 2013, p. 128) reminds educators to be focused on the whole

human (Cammarota & Romero, 2006; Huerta, 2011) and to believe that students may differ in how they learn, but not in their ability to learn (Huerta, 2011). Across the preservice teachers, this tenet represented the value the preservice teachers felt towards their students, as more than students, but as individuals who were part of a community. Each participant had something to contribute to the community, and difference was acknowledged and celebrated. The cross-case analysis helped to illuminate the ways in which the preservice teachers recognized their students as humans and how that knowledge affected their teaching.

The asset-based and humanizing stance that relationships are important emerges from the idea that in order to teach the whole human, an emotional connection must be present (Cammarota & Romero, 2006; Huerta, 2011). For example, Cameron shared herself with her students, sharing her personal history, her love for music, and the ways in which she purposefully took similar risks she wanted the students to engage in. She believed, similar to what Cammarota and Romero (2006) found, that if she, as the teacher, opened herself to the students, they would in turn reciprocate (interview, 07/16/2018).

Amber, Lucía, and Cameron all saw their individual students, learned about them, and created learning opportunities based on what they knew about them. Amber's teaching during writing (e.g., 02/21/2018), Lucía's continual extending of students' questions about the novels they were reading (e.g., 05/03/2018), and Cameron's understanding for the ways in which her students needed her differently (e.g., 003/07/2018) represented the ways that they not only understood their students, but the way they respected their students as people, not buckets they needed to fill with knowledge (Freire, 1970/2011). The preservice teachers instructionally met their students

where they were; using conversations and experiences with students and their own assessments to guide them.

The next tenet, "Educators are responsible for promoting a more fully human world through their pedagogical principles and practices" addresses the tension between humanizing pedagogy and theory (Salazar, 2013, p. 128). While scholars criticize Freire's work for not providing specific methods for achieving humanizing pedagogies (e.g., Dale & Hyslop-Margison, 2010), others argue that his pedagogy cannot be reduced to a set of decontextualized skills or methods (Macedo, 1994; Roberts, 2000). Bartolomé (1994), Freire (1970/2011), and Roberts (2000) posit that humanizing pedagogies must account for the context where the teaching and learning happen. In each of the three preservice teachers' classrooms, the ways they chose to enact asset-based and humanizing pedagogies differed, largely dependent on the context of their teaching. Across the preservice teachers, there was variance in how the preservice teachers enacted their teaching; however, their stances, the beliefs their teaching enactment emerged from were rooted in similar theories. Freire not providing specific methods of humanizing pedagogies because of the required contextualization of teaching was illuminated through the cross-case analysis. The pursuit of one perfect teaching method is unattainable.

It was through the preservice teachers' teaching that they were able to promote a more fully human world, accounting for their students' lives and their existence in the classroom. Preservice teachers learn about the students they teach through structured teaching experiences often associated with coursework (e.g., Lazar, 2007; Wong, 2008; Worthy & Patterson, 2001). However, this study, building on a small existing body of work that has shown through field experiences preservice teachers learn about their students and are responsive teachers (e.g. Saunders, 2012; Wetzel et al., 2019b). For example, when understand how Lucía was able to differentiate her instruction, she

specifically noted how she not only needed to be the general classroom teacher, but a teacher to each individual student (interview, 06/15/2018). Learning about students allows teachers to understand their students as individuals and be an informed teacher to *each* student (Bomer, 2011; Johnston, 2012).

Salazar's (2013) next tenet of a humanizing pedagogy focuses on Freire's idea of the critical consciousness, "The journey for humanization is an individual and collective endeavor toward critical consciousness" (p. 128). The cross-case analysis revealed the asset-based and humanizing stance the preservice teachers took as inquirers maintained that educators actively engage in inquiry into their teaching to continue to grow as educators, even during their very first teaching experiences. First, I discuss the collective inquiry between the preservice teachers and their mentors, their cooperating teachers. Then, I address one way that preservice teachers invited students into a collective endeavor, a humanizing enactment.

A commitment to education and being a teacher is a commitment to continue to learn (Freire, 1998). Inside the preservice teachers' classrooms, this was modeled as each of the cooperating teachers were engaged in their own continued education, a masters program, to continue to learn and grow in their own teaching and coaching practices. Each of the cooperating teachers engaged in inquiry work around coaching (Fall 2017) and also their own classroom practice (Spring 2018), involving the preservice teachers as part of their process. Inquiry is not independent nor individual, but a collective, informed and supported by many parties. Engaging in this work together as a collective, allowed for both personal growth, growth as co-teachers, and a model of being unfinished (Britzman, 2012) even after many years of teaching experience.

One of the teaching enactments, noticing and naming, is an enactment that lifted students' thinking, language, and behaviors. This enactment positioned the teacher as

responsible for helping children notice. Johnston (2012) wrote, “we choose our words, and in the process, construct the classroom worlds for our students and ourselves” (p. 1), and noticing and naming is one way we can do this. Noticing and naming one could argue is dehumanizing practice, taking away students’ agency to notice and name. However, this enactment became a collective endeavor between the preservice teachers and their students. Each of the three preservice teachers provided opportunities for students to notice and name: Amber asked students to name gems in a student’s writing, during community meetings Lucía supported students’ noticing and naming during problem solving, and Cameron’s minilesson where she invited students to notice and name what they observed in poetry books. By engaging the students in noticing and naming, the teachers positioned not only their own enactment as valuable, but extended this to the students as well, sharing in the ability to notice and name among the community making this practice a collective endeavor.

The next tenet, “Critical reflection and action can transform structures that impede our own and others' humanness, thus facilitating liberation for all” (Salazar, 2013, p. 128), builds on the idea of praxis, the practice of simultaneously being in action and reflecting on that action (Freire, 1970/2011). Praxis can transform dehumanizing structures and promote liberation for both educators and students (Freire, 1970/2011; Salazar, 2013). By solving problems with the class community, the preservice teachers listened to the students and showed them their thoughts and feelings informed their teaching. The teachers did not assume anything without showing the students respect and consulting the community when puzzling moments arose. Across the preservice teachers, this tenet represented the ways in which the preservice teachers did not position themselves as the only knowledge holders, but as part of a community where together, they generated knowledge.

By fostering relationships with the students, the teachers could engage in building a community and instruction that represented students' thinking and engage in a dialogic approach to education that actively relied on problem-posing. Problem solving took multiple forms, again the contextual nature matters. At times, the preservice teachers introduced problems (Cameron, community meeting, 03/07/2018) and other times the students introduced problems (Lucía, interview, 06/15/2018). Social change, intertwined with a humanizing pedagogy, critically engages students in the world so they can promote change. Without having the asset-based and humanizing stance that relationships are important and that inquiry informed teaching, it is doubtful that any of these humanizing aspects of education could happen.

The last tenet I discuss, "To deny someone else's humanization is also to deny one's own" (Salazar, 2013, p. 128), refutes a banking method (Freire, 1970/2011) of education, curriculum, and teaching practices that do not build on the experiences of students, ultimately silencing them (Bartolomé, 1994; Cammarota & Romero, 2006; Salazar, 2013). Teachers who enact a humanizing pedagogy respect students' cultures, values, beliefs, histories, and experiences (Huerta, 2011; Zisselsberger, 2016), incorporate students' languages and culture into the curriculum, support students' pride in their home culture (Salazar & Fránquiz, 2008; Zisselsberger, 2016), and leverage what students already know as a place for students to build academic success. Across the preservice teachers, the cross-case analysis revealed the ways in which preservice teachers attempted to draw on their learned knowledge of students and illuminated the complexity and challenge of doing this work. There is much work to be done in supporting preservice teachers in this endeavor, reflecting on the self to ensure humanization for all.

The enactment of making space for students' voices was one way the preservice teachers showed they believed their students were competent thinkers, learners, and humans. However, as touched on in Chapter 5, enactments such as making space for students' voices cannot stand alone. Rather, they require active engagement by the teacher. During Amber's interview, she said "I don't have personal experience with racism and so I try to be really careful about what I say about it" and "my mind is usually running like, 'Okay, we're talking about this,' this is good but it's a little uncomfortable (06/13/2018), and so because of those feelings, Amber drew on students' knowledge and talk instead of her own. Additionally, Amber noted she didn't have experiences with race, she was a white woman, so she welcomed the voices and experiences of the students (06/13/2018).

During conversations about critical topics such as race, Amber made space for students to contribute to the conversation by drawing on their knowledge and opening space for their talk (e.g., interview, 06/13/18; writing conference, 02/23/2018). The conversation with Tayana illustrated that making space for students' voices was important to Amber, however as we saw in her conversation with Tayana, Amber did not accompany her enactment with active engagement in the conversation (writing conference, 02/23/2018). Amber guided Tayana towards resources (books and her notebook) to explore her questions, but on her own, where the teacher and the student could have become co-investigators, both becoming more fully human in the process.

It is important to understand the preservice teachers' teaching came from a place of appreciation and the utmost respect towards their students. Salazar's (2013) tenets of humanizing pedagogy push our thinking forward, asking us to consider how it is not simply the teaching enactments that we hope preservice teachers (and inservice teachers)

enact, it is the asset-based and humanizing stances towards students that we hope to inspire and drive our students.

LIMITATIONS

The first limitation of my study is the length of time in the field, with the majority of my data collection occurring during the spring semester. This was problematic for several reasons: first, because each classroom site was responsible for three state-standardized assessment, a large portion of instructional time was spent in preparation; second, I was only able to be present in classrooms on average three days a week due to scheduling difficulties with my own teaching responsibilities and additional obligations of the classrooms (e.g., Fun Run Day, guest speakers, library, etc.). Although I entered the field during the fall semester and collected field notes, I do not have detailed field notes or video and audio recordings of how literacy instruction or the classroom community was initially established.

A second limitation to my study is the design. My use of multicase study and the purposeful sampling of participants and site selection do not allow for the generalizability of my findings to any preservice teacher in any student teaching context. My study however, did not seek to understand all preservice teachers' student teaching experience, but to understand how the context of learning mattered for these three preservice teachers I selected. Further, I sought to understand how these three preservice teachers drew on asset-based and humanizing pedagogies in their literacy teaching and when looking across their enactments how the nuances of their teaching exemplified their asset-based and humanizing stances. My goal in this purposeful selection was to draw on the relationship that I had formed with these three preservice teachers previous to my study, which provided me with additional insights and understandings in my data collection and

analysis. The study's findings, although not generalizable, are insightful in understanding how the student teaching context could influence student teachers' learning and teaching, and further, provide insight to the ways in which preservice teachers might draw on asset-based and humanizing pedagogies in their teaching.

IMPLICATIONS FOR TEACHER EDUCATION

Calling attention to the in-depth contextual view of these three student teaching classrooms and the asset-based and humanizing stances towards that preservice teachers drew on in their teaching, this study leaves teacher educators with much to consider in their preparation of preservice teachers.

Although the focus on sociocultural knowledge during the preservice teachers' coursework was purposeful, it might have been beneficial for preservice teachers to explore their own preconceived notions about linguistically and culturally diverse students. Research has shown that preservice teachers learn about linguistically and culturally diverse students by reflecting on their own preconceived notions (e.g., Cooper, 2007; Hallman, 2012; Mosley & Zoch, 2012; Wong, 2008). However, it is important to recognize that dissonance between preservice teachers' cultures and their students' can bring deficit perspectives to light (Monroe & Ryan, 2018; Xu, 2000). It would be important for reflection on preconceived notions to happen with the support of knowledgeable others as Bomer and Maloch (2019) suggest.

My analysis of the literacy events act as an illustration to teacher educators of the variance these events (e.g., read aloud, workshop, etc.) can have from classroom to classroom. This analysis is helpful in two ways. First, when teaching students about these literacy events, explaining the variety of ways these events can take place is important. Understanding how participation structures vary and how that can shift power would be

important to explore. Further, to ensure that preservice teachers do not see one method or literacy practice as a silver bullet, or a perfect method, it would be beneficial to set up observations for preservice teachers to see several different classrooms' literacy events and then look across these iterations and consider the variation. Second, when seeking out placement classrooms for preservice teachers to complete their field placement, it would be beneficial to interview and observe potential cooperating teachers to understand what literacy events take place in their classroom in addition to the various participation structures they use and why.

This study in addition to others shows that the cooperating teachers are influential in preservice teachers' teaching (e.g., Hill, 2012) and asset-based and humanizing stances towards students. Amber, Lucía, and Cameron all expressed that the relationship with their cooperating teachers were important for them moving into their own teaching. The teaching enactments that emerged from my analysis should not be used as a checklist, but more as a way to identify potential asset-based and humanizing stances towards students that cooperating teachers rely on in their teaching. Considering asset-based and humanizing pedagogies and cooperating teachers' enactments, additional interview questions related to the cooperating teachers' beliefs and stances towards their students would be informative in finding field placements that align with the goals of the teacher preparation programs.

More than engaging in asset-based and humanizing teaching enactments, preservice teachers must align their enactments with asset-based and humanizing stances of students and education. Bomer and Maloch (2019) wrote:

> If we are to mediate and develop preservice teachers' notions about children in ways that orient them toward socioculturally rich understandings of children and schools, opportunities to engage in practice with the support of knowledgeable others are vital. (p. 3)

Teacher education programs and educators should consider how asset-based and humanizing pedagogies can be incorporated in field placement experiences and in spaces where preservice teachers explore thinking with knowledgeable others (e.g., cooperating teachers, course instructors, field supervisors, peers). Although field supervisors were not a part of my study, this additional area of interest is important to explore.

IMPLICATIONS FOR FUTURE RESEARCH

It important to acknowledge the full contextual space of student teacher's culminating experience in a teacher education program by considering the student teaching classroom as well as the prior coursework. One university professor and two graduate students taught all the literacy methods coursework to their cohort, and worked to make sure that sociocultural knowledge was embedded throughout. Lazar (2007) found the diversity-oriented courses and working with students helped preservice teachers recognize children's literacy potential, gain confidence in their ability to teach, and made a difference in preservice teachers' stances toward children. The attention towards sociocultural knowledge during coursework most likely influenced the preservice teachers' ability to enact asset-based and humanizing pedagogies and hold these stances. It would be insightful to interview the preservice teachers about their beliefs and stances towards students before, during, and after coursework and throughout their internship and student teaching experiences asking pointed questions about where they ground their beliefs and stances towards their students.

Understanding the mentoring relationships the preservice teachers engaged in through a microanalysis of talk would reveal the complexity of the work between the mentor and the mentee. Examining how talk is used as a tool between mentors and mentees could possibly shed additional light on the preservice teachers and cooperating

teachers' asset-based and humanizing stances towards students, their influence on each other's stances, and how the pair construct these stances together as co-teachers. Along the same line of thinking, additional research around coaching and mentoring with field supervisors would be equally insightful, as they are responsible for supporting preservice teachers' reflections on teaching.

Additionally, this study could be extended by looking further into the literacy events in multiple spaces to understand what these events looked like across schools, classrooms, grade levels and further, what participation structures teachers use and why. Exploring the literacy events in relation to the preservice teachers' asset-based and humanizing teaching enactments would allow for a deeper understanding of which contexts and participation structures might support space for preservice teachers to develop asset-based and humanizing stances towards students. A study examining these literacy events would be helpful for teacher educators and future practitioners to understand the variance and influence these events can have on preservice teachers.

CONCLUSION: BEING UNFINISHED

My study sought to explore preservice teachers' asset-based and humanizing stances during student teaching, a space that has yet to be fully contextually explored and understood (e.g., Clift & Brady, 2005; Risko et al., 2008). The student teaching experience stuck me as influential because we know from research that when preservice teachers work with students their understandings of them and perceptions can shift (e.g., Mosley & Zoch, 2012; Worthy & Patterson, 2001). Important in this work, I have come to understand that not only is the student teaching experience influential in the preservice teachers' stances towards students, but that additionally the literacy events and coaching and mentoring relationships preservice teachers have with their cooperating teachers are

influential too. It is a combination of these factors that can motivate and inspire asset-based and humanizing enactments and stances toward students.

As educational researchers and teacher educators, we understand the complexity of learning to teach, and the commitment to never stop learning (Britzman, 2012; Freire, 1998). This study did not seek to find a method for teacher education that would be a fool proof way to assure future teachers have asset-based and humanizing stances towards their students, rather it sought to understand the contextual experience of student teaching and through that complexity how preservice teachers navigated literacy teaching in conjunction with asset-based and humanizing pedagogies. In learning from Amber, Lucía, and Cameron, we can better support future teachers and their students by working to develop asset-based and humanizing stances towards students and revealing their relationship to enacting asset-based and humanizing literacy teaching pedagogies.

Appendix A: Beginning of Student Teaching Semi-Structured Interview Protocols

PRESERVICE TEACHER SEMI-STRUCTURED INTERVIEW PROTOCOL

1. Talk to me about your experiences in the classroom so far.
2. Think of one student who immediately made an impression on you and describe them to me.
    a. What make that student stand out?
    b. How do you see this student as a literate person?
3. Think of one student who puzzles you, describe them to me.
    a. What make that student stand out?
    b. How do you see this student as a literate person?
4. What have you learned about your students' lives, likes, and dislikes so far?
    a. How did you learn about them?
    b. What do you still want to know?
    c. How did think you might incorporate your students' lives and current skills and strategies in your instructional planning? Teaching?
5. What literacy practices/skills/strategies have you noticed students use?
    a. How do you think about this knowledge as you plan?
6. Could you describe certain beliefs or ideas that demonstrate how you understand the importance of students' lives and their funds of knowledge?
    a. In relation to their literacy development?
    b. In relation to your planning and instruction?
7. Moving forward, what are you thinking about in your teaching?
    a. Most looking forward to?

b. Most nervous about?

Additional questions may be added after initial responses are provided to the researcher.

Conclusion: Thank you so much for agreeing to this interview. I appreciate the time you took to talk with me today.

COOPERATING TEACHER SEMI-STRUCTURED INTERVIEW PROTOCOL

1. Talk to me about your experiences in the classroom so far with your preservice teacher.
2. Could you describe certain beliefs or ideas that demonstrate how you understand the importance of students' lives and their funds of knowledge?
    a. In relation to their literacy development?
    b. In relation to your planning and instruction?
3. Describe the ways your preservice teacher has learned about your students' lives, likes, and dislikes.
    a. What was the impact of this learning on the preservice teachers and their learning and teaching?
    b. What do you think there is still to learn?
    c. How do you think your preservice teacher has or could incorporate students' lives and current skills and strategies in their instructional planning? Teaching?
4. Can you think of a student who immediately made an impression on your preservice teacher? Could you describe that relationship to me?
5. Can you think of a student who puzzles your PT, describe them to me? Could you describe that relationship to me?
6. How have you seen your preservice teacher support students' literacy practices/skills/strategies?
    a. In what ways have you offered support to the PT?
7. Moving forward, what are you thinking about in your coaching and mentoring of your preservice teacher?

a. Most looking forward to?
b. Most nervous about?

8. Moving forward, what are you thinking about in your teaching?
    a. Most looking forward to?
    b. Most nervous about?

Additional questions may be added after initial responses are provided to the researcher.

Conclusion: Thank you so much for agreeing to this interview. I appreciate the time you took to talk with me today.

Appendix B: End of Student Teaching Semi-Structured Interview Protocols

PRESERVICE TEACHER SEMI-STRUCTURED INTERVIEW PROTOCOL

1. Talk to me about the experience in your classroom this year.
2. Talk to me a little bit about planning?
    a. What guided your instruction?
    b. Did you plan with your CT?
3. What literacy practices/skills/strategies do your students use?
    a. How did you think about this knowledge as you plan?
4. How did you learn about your students' lives and current skills and strategies?
    a. How did you consider this knowledge in your instructional planning and teaching?
5. Think of one student who made an impression on you and your thinking about teaching literacy. Describe them to me.
    a. What did you learn about this student as the semester progressed?
    b. How did that help you as a teacher to (student's name)?
    c. If you had additional time, what else do you want to now?
6. Think of one student who puzzled you and challenged your thinking about teaching literacy. Describe them to me.
    a. What did you learn about this student as the semester progressed?
    b. How did that help you as a teacher to (student's name)?
    c. What questions do you still have?

7. Could you describe certain beliefs or ideas that demonstrate how you understand your students' lives and their funds of knowledge in relation to their literacy development?
    a. How did these beliefs influence to your planning and instruction?
8. Talk to me about the coaching and mentoring experience this year, specifically focused on your cooperating teacher.
9. In what ways did your work with your cooperating teacher influence your teaching?
10. In what ways have you become (or deepened your perspective) as a researcher of students?
11. What have you learned about yourself, as a literacy teacher, through this experience?
12. Moving forward, what are you taking with you?
    a. Looking forward to?
    b. Nervous about?

Additional questions may be added after initial analysis of the data.

Conclusion: Thank you so much for agreeing to this interview and participating in this study. I appreciate the time you took to talk with me today and the opportunity to learn inside of your classroom.

COOPERATING TEACHER SEMI-STRUCTURED INTERVIEW PROTOCOL

1. Talk to me about the experience in your classroom this year with your preservice teacher.
2. Describe the ways your preservice teacher has learned about your students' lives, likes, and dislikes.
    a. What was the impact of this learning on the preservice teachers and their learning and teaching?
    b. What do you think there is still to learn?
    c. How do you think your preservice teacher has or could incorporate students' lives and current skills and strategies in their instructional planning? Teaching?
3. Can you think of a student who puzzled and challenged your preservice teacher and their thinking about teaching literacy? Describe them to me. Could you describe that relationship to me?
4. Is there another student who made an impression on your preservice teacher and their thinking about the teaching of literacy? Could you describe that relationship to me?
5. How have you seen your preservice teacher grow in supporting students' literacy practices/skills/strategies?
    a. In what ways have supported your PT?
6. Talk to me a little bit about planning?
    a. How did your preservice teacher plan for instruction?
    b. With you, independently?
7. Talk to me about the coaching and mentoring experience this year.

8. In what ways did your work with your preservice teacher influence *their* teaching?
9. In what ways did your work with your preservice teacher influence *your* teaching?
10. Could you describe certain beliefs or ideas that demonstrate how you understand your students' lives to be part of their literacy development?
    a. In relation to your planning and instruction?
11. What have you learned about yourself, as a literacy teacher, through this experience? How has your preservice teacher influenced you?

Additional questions may be added after initial analysis of the data.

Conclusion: Thank you so much for agreeing to this interview and participating in this study. I appreciate the time you took to talk with me today and the opportunity to learn inside of your classroom.

Appendix C: Enacted Asset-Based and Humanizing Pedagogies of the Participants

OBSERVABLE TEACHING ENACTMENTS PRESENT DURING STUDENT TEACHING BY PRESERVICE TEACHER

Observable Teaching Enactments	Amber (%* out of 11)	Lucía (% out of 15)	Cameron (% out of 11)
Noticed and named students' strengths/actions/behaviors	73%	47%	55%
Made space for students' voices	82%	73%	64%
Encouraged multilingualism	0%	60%	0%
Spent time and effort developing relationships and community	82%	67%	81%
Shared oneself with students	0%	20%	45%
Problem solved with students	0%	33%	36%
Inquired about students	36%	20%	64%
Inquired about teaching	36%	40%	27%
Inquired about the self	0%	13%	9%
Leveraged students' lives as resources for learning	27%	20%	0%
Built curriculum and found resources based on students' interests/needs	27%	33%	9%
Differentiated instruction based on students' ways of being and learning	82%	80%	45%

Note % based on occurrence of teaching enactment at least once per observed day

OCCURRENCE OF OBSERVABLE TEACHING ENACTMENTS FOR AMBER BY DAY

Amber's Observable Teaching Enactments	1/29	1/31	2/16	2/21	2/23	3/19	3/21	3/22	4/16	4/18	4/19	%*
Noticed and named students' strengths/actions/behaviors		x	x	x	x	x	x	x			x	73%
Made space for students' voices			x	x	x	x	x	x	x	x	x	82%
Encouraged multilingualism												0%
Spent time and effort developing relationships and community	x	x	x	x	x		x	x	x	x		82%
Shared oneself with students												0%
Problem solved with students												0%
Inquired about students		x	x					x		x		36%
Inquired about teaching	x			x		x				x		36%
Inquired about the self												0%
Leveraged students' lives as resources for learning			x	x	x							27%
Built curriculum and found resources based on students' interests/needs						x	x	x				27%
Differentiated instruction based on students' ways of being and learning	x	x	x	x	x			x	x	x	x	82%
Note % based on occurrence of teaching enactment at least once per observed day												

OCCURRENCE OF OBSERVABLE TEACHING ENACTMENTS FOR LUCÍA BY DAY

Lucía's Observable Teaching Enactments	2/5	2/7	2/8	2/12	2/26	2/28	3/1	3/2	3/26	3/28	3/29	4/30	5/2	5/3	5/4	%*
Noticed and named students' strengths/actions/behaviors			x		x	x	x				x		x	x		47%
Made space for students' voices	x	x	x		x	x			x	x	x		x	x	x	73%
Encouraged multilingualism	x	x	x		x	x	x				x			x	x	60%
Spent time and effort developing relationships and community	x		x		x	x	x	x	x	x			x		x	67%
Shared oneself with students									x	x	x					20%
Problem solved with students				x	x				x				x		x	33%
Inquired about students					x		x		x							20%
Inquired about teaching		x				x	x		x		x		x			40%
Inquired about the self							x				x					13%
Leveraged students' lives as resources for learning					x		x					x				20%
Built curriculum and found resources based on students' interests/needs		x			x	x				x			x			33%
Differentiated instruction based on students' ways of being and learning	x	x			x	x	x	x	x		x	x	x	x	x	80%

Note % based on occurrence of teaching enactment at least once per observed day

OCCURRENCE OF OBSERVABLE TEACHING ENACTMENTS FOR CAMERON BY DAY

Cameron's Observable Teaching Enactments	2/13	2/15	2/16	3/5	3/7	3/8	4/2	4/5	4/6	4/25	4/26	%*
Noticed and named students' strengths/actions/behaviors	x	x	x			x				x	x	55%
Made space for students' voices			x		x	x	x		x	x	x	64%
Encouraged multilingualism												0%
Spent time and effort developing relationships and community		x	x	x	x		x	x	x	x	x	81%
Shared oneself with students		x			x	x				x	x	45%
Problem solved with students					x				x	x	x	36%
Inquired about students		x			x		x	x	x	x	x	64%
Inquired about teaching									x	x	x	27%
Inquired about the self										x		9%
Leveraged students' lives as resources for learning												0%
Built curriculum and found resources based on students' interests/needs								x				9%
Differentiated instruction based on students' ways of being and learning		x	x			x	x			x		45%
Note % based on occurrence of teaching enactment at least once per observed day												

Appendix D: Transcription Conventions

Behavior or speech act	Convention	Description
Overlapping talk	Speaker: [utterance]	When one speaker's talk overlaps with another speaker, the utterance is inserted on the next line and overlapping talk is included in brackets
	Speaker: [[utterance]]	Double brackets are used to distinguish overlapping talk from another instance nearby
Nonverbal actions or motions	((nonverbal))	Nonverbal actions that help make meaning
Explanatory comments	[explanatory comment]	A comment embedded in the transcription to provide context or additional detail
Emphasis	*italics*	A word or part of an utterance is spoken with emphasis
Pause	(.)	A pause or an extended break during or in between utterances.
Inaudible utterance	[inaudible]	The talk was indistinguishable and therefore unavailable
Utterance trails off	...	The utterance trails off
n/a	[…]	Piece of transcription omitted for length

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